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DEVELOPMENTAL READING IN SOCIAL STUDIES; EARLY NEW YORK HISTORY: SETTLEMENT TO STATEHOOD. A GUIDE FOR TEACHERS, GRADE 7, REVISED.

Sewanhaka Central High School District Number 2, Nassau County, N.Y.

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This guide is designed to provide seventh-grade social studies teachers with materials needed to present instruction in reading skills and to teach those facts, concepts, and attitudes which are the aim of social studies education. Entries on the subject of early New York history are arranged by topic, and material within each topic is arranged according to two texts: "Living in New York" by Flierl and Urell, to be used with modified classes, and "New York: The Empire State" by Ellis, Frost, and Fink, to be used with honors and average classes. The guide presents exercises to promote the development of comprehension, vocabulary, critical thinking, and study skills. Questions are designed to evaluate the student's mastery of these skills and of content subject matter. Some questions are designed to cover collateral chapters in the two texts and are so identified. (RT)

Developmental Reading in Social Studies

Early New York History: Settlement to Statehood

ED022660

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RE 001 452

a guide for teachers GRADE 7 REVISED

Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK

#2

Developmental Reading in Social Studies .. REVISED

Early New York History:
Settlement to Statehood

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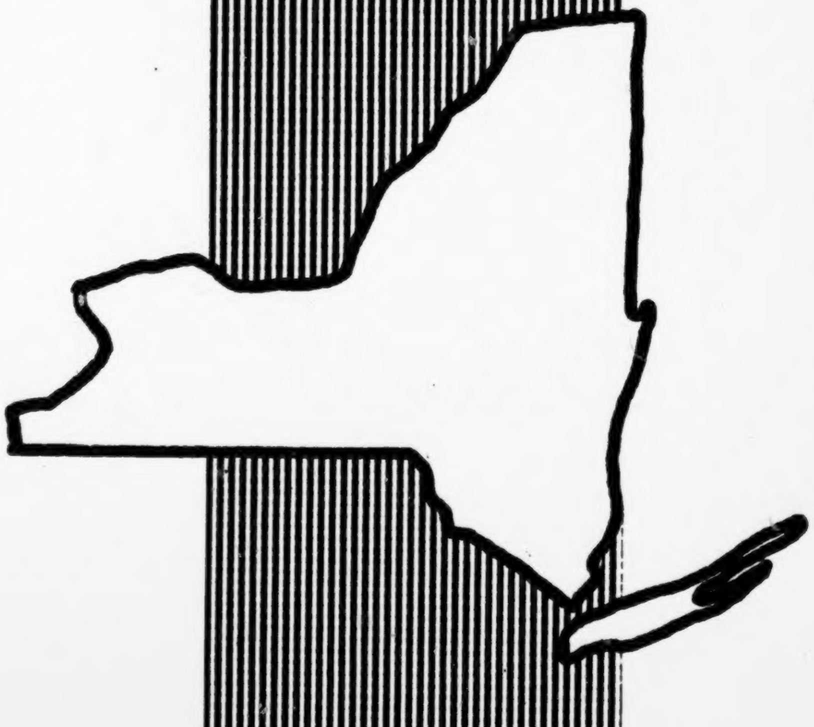

a guide for teachers. GRADE 7

Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK
Summer 1964
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ACKNOWLEDGMENTS

This revised edition extends to our newly-adopted seventh grade social studies texts the district's well-known program of developmental reading in the content areas. In publishing this guide, the district reaffirms its belief in the value of developmental reading for secondary school pupils.

This volume represents the cooperative efforts of many participants with special talents whose contributions I acknowledge with appreciation.

Mrs. Minna Cooper Mr. Donald Laux Miss Marilyn Macchia Mrs. Diana Oestreicher Miss Catherine Sinagra Mr. Jerome Smiley	For their authorship of the guide in the summer of 1964
Mrs. Judith Beckerman Mrs. Lynne Chaleff Mrs. Anne L. Cosse Mrs. Julia Kanarek Mrs. Joan L. Kramer Mrs. Esther Levine Mrs. Diana Oestreicher Miss Jo-Ann Surber	For their work in writing the original edition of this guide and its first revision.
Mr. Dan Dramer, District Curriculum Supervisor, Reading and Language Arts	For supervising and organizing the project in its formative and developmental stages.
Mr. Ira Wilder, District Social Studies Coordinator	For suggestions on dividing the content into study units.
Dr. Harold L. Herber, Project English Demonstration Center, Syracuse University	For organizing, during his tenure as District Reading Coordinator, the district's developmental reading program and its original study guides, and later, for consulting with the authors of this revised edition.
Mrs. Anne Cosse	For voluntarily analyzing and criticizing our trial units, and for sharing her experience in writing and using these guides.
Dr. James A. DeSonne, Assistant District Principal, Curriculum and Instruction	For general supervision of the summer workshop.

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Mr. Robert Vincent, Director, Instructional Materials Center	For supervision of the production of this guide
Mrs. Madeline Hendrix	For editing final copy and for assisting in the supervision of the production of this guide.
Mr. Donald Pross	For creation of the cover design and other art work.
Miss Patricia Massey and the typing and production staff	For technical production of the guide.

It is expected that the reading departments and junior high social studies departments of the several schools will plan for the inclusion of this material in the social studies program. Teachers using the guide are urged to keep notes on their critical analysis of it. After a suitable period of time, the guide will be evaluated and appropriate action will be taken.

John W. Nicoll
Principal of the District

September 1, 1964

GUIDE TOPICS CORRELATED WITH TEXTS

	FLIERL AND URELL Living in New York		ELLIS, FROST AND FINK New York: The Empire State	
	Chapter No.		Chapter No.	
Unit I. New York State Geography: Regions, Resources, and Communities.	1.	INTRODUCTION and Regions of the Empire State	1.	Nature Molds New York
	22.	Manufacturing regions in Modern New York	2.	New York is the Most Important Business State
	23.	Farms and Farming in the Empire State	3.	Rural New York Provides Wealth and Recreation
	19.	Cities of the Empire State Today	4.	Urban New York Offers Jobs and Recreation
	2.	Communities in New York Yesterday and Today		
Unit II. Early New York History: Settlement to Statehood (Indians; Dutch; English; Revolutionary War)	5.	The Algonkian and Iroquois Indians	5.	The Indians Rule New York
	6.	New York in the Days of the Dutch	6.	Dutch Traders and Farmers Penetrate the Wilderness
			7.	Farmers and Merchants Develop Colonial New York
			8.	Settlers Bring Variety to New York
			9.	New Yorkers Learn Self-Government
	7.	New York as an English Colony	10.	New York Becomes Important in the British Empire
	8.	New York in the War for Independence	11.	New York Helps Fight the Revolutionary War
	9.	The Rough Road to Victory		
Unit III. New York State Government and Local Government; Social and Cultural Progress	10.	A New State in a New Nation	12.	New York Helps Shape the Government
			13.	New York Leads in Population
	15.	Democratic Growth 1800 to the Present	17.	Democracy Spreads (1789-1825)
			18.	Political Issues Divide New Yorkers (1825-1865)
	16.	New York Pioneers in Social Progress	19.	New Yorkers Make Social Progress

GUIDE TOPICS CORRELATED WITH TEXTS

Unit III. (Continued)	25. Local Government in the Empire State 24. The State Government of New York	21. Reform Triumphs in New York 22. Able Governors in New York 26. Local Governments Serve Local Needs 27. The State Government Works for everyone 28. Political Parties Serve New Yorkers 29. New York Conserves Human and Natural Resources
Unit IV. Westward Expansion and Transportation in New York State	11. Settling Western New York 12. Roads and Waterways in Early New York	14. Frontiersmen Become Farmers 15. New Yorkers Improve the Transportation System
Unit V. Agriculture and Industry Develop in New York State. Problems of the Industrial Age	13. New York in the Railroad Age 21. Transportation and Commerce in 20th Century 14. The Growth of Commerce and Industry	16. New Yorkers Expand Their Business Empire 23. Transportation, Agriculture, and Trade Improve 24. Industry Expands Rapidly in New York
Unit VI. The Local Community: Long Island and New York City	18. The People of New York 17. New York: Cultural Center of the Nation 20. New York City: World Metropolis	20. The Population of New York Increases 25. New York Becomes the Nation's Cultual Center 32. New York City Has Its Own Government 30. New York Becomes the Empire City 31. New York Becomes a World Capital

TO THE TEACHER

This volume is one of a six-unit series designed to correlate with the two seventh grade social studies textbooks we use in Central High School District No. Two. The textbooks were examined by social studies teachers and organized into the following topical units:

Unit I - New York State Geography: Regions, Resources, and Communities.

Unit II - Early New York History: Settlement to Statehood (Indians; Dutch; English; Revolutionary War)

Unit III - New York State Government and Local Government; Social and Cultural Progress

Unit IV - Westward Expansion and Transportation in New York State

Unit V - Agriculture and Industry Develop in New York State. Problems of the Industrial Age

Unit VI - The Local Community: Long Island and New York City

Each of these six units embraces several chapters of each of our two texts. The chart which precedes this page gives the details of this break down into units.

This series is based on three assumptions:

1. Teachers can not take for granted that pupils enter junior high school fully trained for the reading tasks they will encounter.
2. Secondary school pupils need continuing developmental reading instruction which will enable them to cope with the textbooks of constantly increasing difficulty which they will encounter as they progress through school.
3. The person best equipped to teach the special reading skills needed in as specialized a course as social studies is the social studies teacher.

The purpose of this volume and its collateral material is to provide the teacher of seventh grade social studies with the aids he needs to instruct his students in the skills they require for reading their texts and supplementary books. This volume is designed to accomplish the dual objectives of providing instruction in reading skills, and, at the same time, teaching those facts and concepts, and developing those attitudes which are the aim of social studies instruction.

The following information will help you to use this material more effectively.

1. Nature of the material: All of the pages in this volume are addressed directly to the pupil (except, of course, for these few prefatory remarks), and all can be requisitioned in any quantity desired.
2. Ordering material: Material should be requistioned through your department chairman, who, in turn, will order it from the I.M.C. Order all the material for an entire chapter at one time. Allow two weeks for delivery.
3. Format: This material follows a consistent format. It is arranged by topics, and within each topic arranged according to the two texts; the Ellis book for honors and average classes, and the Flierl book for modified classes. (If you are teaching only modified classes, for example, you may want to fold under the pages of Ellis material until next year, and vice versa.) The material corresponding to a chapter in either text consists of the following:
    - A. A list of new vocabulary words and a separate list of the proper nouns in the chapter. Asterisks mark words which the authors of the textbooks themselves indicate need explanation. Some of the words have been underscored to show they appear in context immediately below. This provision of a context in which the word's real meaning is revealed is an important part of the guide.
    - B. A test of the new vocabulary words.

C. A reading guide which, by directing the student's reading to the salient features given under each bold-faced sub-heading of the text, provides purpose and direction.

D. An exercise designed to develop a specific reading skill.

E. Questions designed to evaluate the pupil's mastery of the chapter's reading, critical thinking skills and the subject matter content of the chapter. NOTE: SOME QUESTIONS ARE DESIGNED TO COVER COLLATERAL CHAPTERS IN THE TWO BOOKS (ELLIS AND FLIERL) AND ARE SO IDENTIFIED.

4. Page identification Each page is marked to indicate:

A. The book on which it is based (whether Ellis or Flierl).

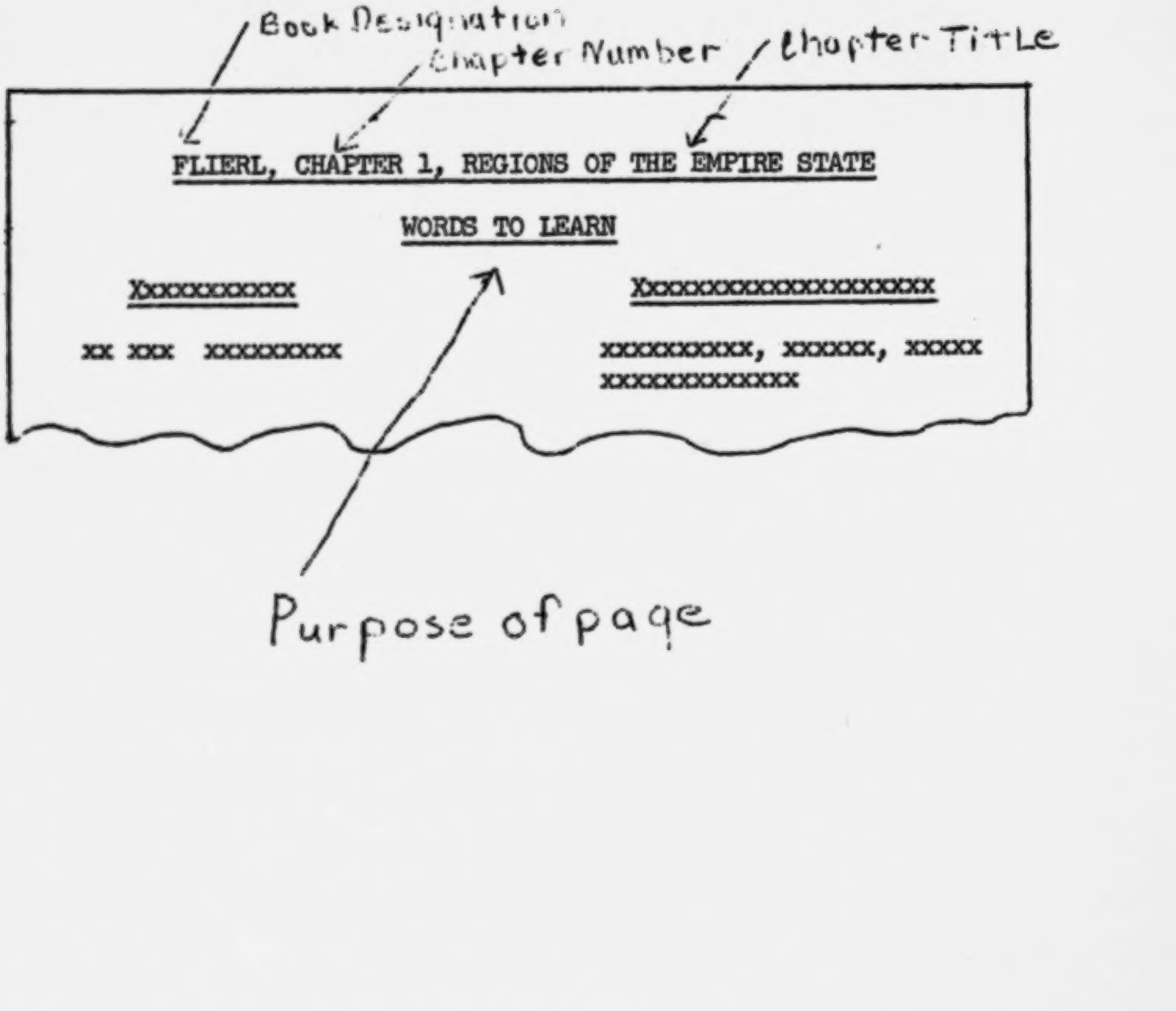
B. The chapter number and title of the text to which it corresponds.

C. The function (reading skills taught, etc.) of the material presented on the page.

D. The type of class (honors, average or modified) for which the exercise is intended.

E. The page numbers in the text to which it corresponds.

A specimen page showing the labeling and coding of each page follows.


Book Designation
Chapter Number
Chapter Title
FLIERL, CHAPTER 1, REGIONS OF THE EMPIRE STATE
WORDS TO LEARN
Xxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxx
xx xxx xxxxxxxxx
xxxxxxxxxx, xxxxxx, xxxxx
xxxxxxxxxxxxx
Purpose of page
Group Intended For
Designation of subject and grade
(For ordering)
Guide and page (For ordering)
Corresponding pages in Text Proper
M
SS7
Unit I, p.12
6-12F
Textbook Identification

SPECIMEN PAGE SHOWING LABELING AND CODING

The letter in the lower left hand corner of each page designates the type of class for which the exercise is geared: A - average class; H - honors; M - modified.

Sometimes when some of the questions on a sheet are intended for the average group and others for the honors group, only, they will be so coded. The lower left hand corner designation $\begin{cases} \text{A: 1- 6} \\ \text{H: 1-10} \end{cases}$, for example, indicates that in the opinion of the person who composed the exercise, average pupils should be able to handle only the first six questions, but honor pupils should be able to handle all ten.

This material, if made a vital part of the daily structure of your teaching, should be a valuable aid in improving reading skills generally and social studies skills particularly.

UNIT II. EARLY NEW YORK HISTORY: SETTLEMENT TO STATEHOOD
(INDIANS; DUTCH; ENGLISH; REVOLUTIONARY WAR)

TABLE OF CONTENTS

	FLIERL AND URELL Living in New York			ELLIS, FROST AND FINK New York: The Empire State	
Text Chapter Number	Text Title	Guide Page Number	Text Chapter Number	Text Title	Guide Page Number
V	The Algonkian and Iroquois Indians	1	V	The Indians Rule New York	9
VI	New York in the Days of the Dutch	21	VI	Dutch Traders and Farmers Penetrate the Wilderness	28
			VII	Farmers and Merchants Develop Colonial New York	35
			VIII	Settlers Bring Variety to New York	41
			IX	New Yorkers Learn Self-Government	47
VII	New York as an English Colony	54	X	New York Becomes Important in the British Empire	60
VIII	New York in the War for Independence	65			
IX	The Rough Road to Victory	71	XI	New York Helps Fight the Revolutionary War	77

FLIERL, CHAPTER FIVE, THE ALGONKIAN AND IROQUOIS INDIANS

WORDS TO LEARN

	Vocabulary	People, Places, Events, et cetera
p. 76	inhabitants, region, *javelin, ornament, *dugout, federation, political league	Finger Lakes, Genesee and Susquehanna Rivers
p. 77	*palisades	Owasco Indians, Algonkian, North America, Hudson Valley, Long Island, Manhattan
p. 78	dome-shaped, wigwam m council, clan, succotash corn pone, *rites, awe	River Indians
p. 79	aggressive, slope	
p. 80	longhouses, population, vestibule, aisle, porridge kernels, *harpoons, perserved	
p. 81	snares, hearth, spits, antlers, resources, disputes	Hiawatha, League of the Iroquois
p. 82	proposal, adopted wampum, *sachems	Genesee Valley, Senecas, Cayugas, Onondagas, Oneidas, Mohawks, Tuscarovas, Great Council
p. 83	*delegates, conference pledge, *alliance, role	

Words Used in Context

region The Algonkian Indians lived in the region of the Hudson Valley and Long Island. Many Indian names for places are in use in this region today.

inhabitants The Algonkian Indians were the inhabitants of Long Island while the Iroquois inhabited central and western New York.

federation The five nations of the Iroquois agreed to combine into a federation. Each member of the federation agreed to submit to common control in certain matters.

league The purpose of joining the league was to gain strength through union and to promote peace. The league of the five tribes was known as the Confederacy of the Five Nations.

FLIERL, CHAPTER FIVE, THE ALGONKIAN AND IROQUOIS INDIANS

Words Used in Context (Continued)

palisades   The pointed logs were arranged in a continuous row around the village to form a palisade that would protect the inhabitants from their enemies. Sometimes a trench would be dug outside of the palisade to give additional protection.

rites   The Indians performed special rites or ceremonies on certain occassions. Indian dances were often a part of these rites.

council   The men of the tribe discussed their problems at a council meeting. The decisions of the council ruled the actions of the people.

sachems   The leader of chief of a tribe was called a sachem. The sachem represented his tribe at a council meeting of the League.

delegates   The sachems, came as delegates to the conferences. These delegates, as representatives of their tribes, promised to keep their tribe at peace.

alliance   The alliance of the five Ioquois tribes was the strongest union ever made by Indians. Because of this alliance they were the most powerful Indian group.

FLIERL, CHAPTER FIVE, THE ALGONKIAN AND IROQUOIS INDIANS

VOCABULARY TEST

Write the letter of the definition of each word on the line before the number of the word.

1. alliance
    a. friends
    b. connection between people
    c. in a line
    d. device for making beer

1.______

2. council
    a. lawyer
    b. a governing group
    c. give advice
    d. an adding machine

2.______

3. delegate
    a. a luxury
    b. a representative
    c. to blot out
    d. not sturdy

3.______

4. federation
    a. union of organizations
    b. a detective
    c. a marshall
    d. to have already eaten

4.______

5. inhabitants
    a. to drink a lot
    b. salary earned on a job
    c. people living in a place
    d. ways to earn a living

5.______

6. league
    a. an association for a common purpose
    b. an Indian vegetable
    c. a team
    d. a building for meetings

6.______

7. palisades
    a. close friends
    b. fence of logs
    c. Indian playground
    d. Indian drink

7.______

8. region
    a. beliefs about God
    b. a ruler
    c. a district
    d. a retreat

8.______

9. rites
    a. privileges
    b. ceremonial acts
    c. funerals
    d. duties

9.______

10. sachem
    a. bark house
    b. holy
    c. a type of coat
    d. chief

FLIERL, CHAPTER FIVE, THE ALGONKIAN AND IROQUOIS INDIANS

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 76, How did the First Indians Live?

1. How did the first Indians get their food?
2. What did they use for clothing and shelter?
3. How did they make their boats?

p. 77, New Ways of Living

4. What change was made in the Indian's way of living?
5. Why did Indian villages become larger?
6. Where were most of the villages located?
7. What protection did the Owasco Indians have for their villages?
8. How did the invention of the bow and arrow help the Indians?

p. 77, The Algonkian Indians

9. Where were the Algonkian settlements?
10. Why were they often called "River Indians"?

p. 78, Life Among the Algonkians

11. What kind of houses did Algonkians have?
12. What was very important among the members of a clan?
13. Whose name did a child take?
14. What did the men of the tribe do?
15. What did the women do?
16. What did the European settlers learn from the Algonkians?

p. 78, Belief in Spirits

17. Why did the Algonkians respect the skeletons and skulls of fish and animals?

p. 79-80 The Iroquois Indians

18. How were the Iroquois different from the Algonkians?
19. How was an Iroquois village protected?
20. What were the most important crops?
21. About how many inhabitants would a large village have?

p. 80, The Iroquois Long Houses

22. How were the long houses constructed?
23. Did the Iroquois families all live alone?

p. 80, Iroquois Food

24. What was the most important crop?

p. 80, 81, Food from Stream and Forest

25. In what ways, besides farming, did the Indians get their food?
26. How was the food kept for later use?
27. How was it prepared for eating?

p. 81, Iroquois Tools and Clothing

28. How did the Iroquois use the resources or things Nature had given them?

p. 82, The League of the Iroquois

29. Who formed the League?
30. Why was it formed?

p. 81, The "Great Long House"

31. What problems were settled by the League?
32. Who were the "Keepers of the Western Gate"?
33. Who were the "Keepers of the Eastern Gate"?
34. Who were the "Keepers of the council fire"?
35. Who were the other two tribes (Known as the Younger Brothers)?

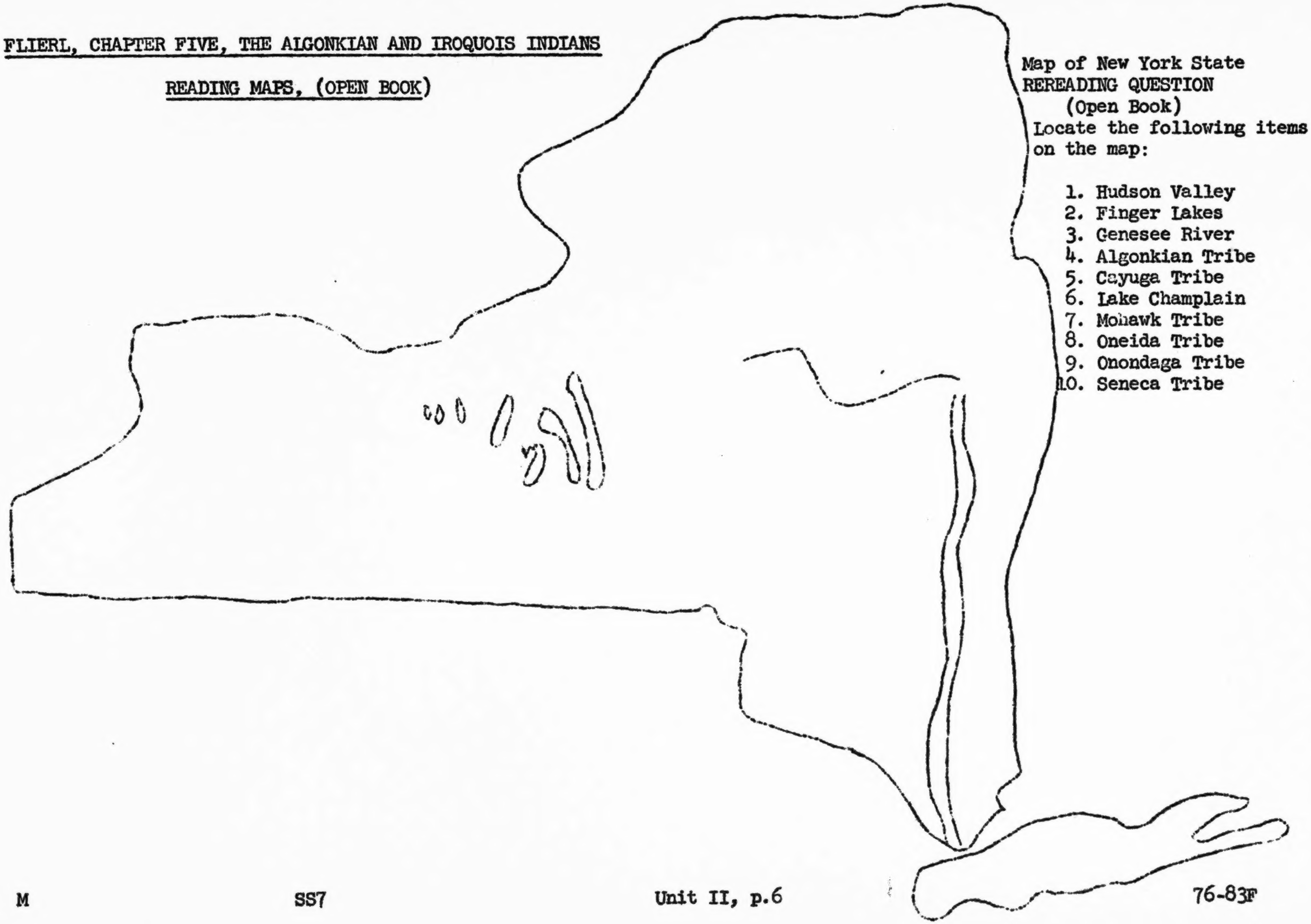
DIRECTED READING (Continued)

36. When did the Tuscarosas join the League?
    p. 82, The Great Council
37. When and how was a Great Council meeting called?
38. What is a sachem?
39. What did the Indians teach the white man?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGES 79 and 83.

FLIERL, CHAPTER FIVE, THE ALGONKIAN AND IROQUOIS INDIANS

READING MAPS, (OPEN BOOK)



Map of New York State
REREADING QUESTION
(Open Book)
Locate the following items on the map:

1. Hudson Valley
2. Finger Lakes
3. Genesee River
4. Algonkian Tribe
5. Cayuga Tribe
6. Lake Champlain
7. Mohawk Tribe
8. Oneida Tribe
9. Onondaga Tribe
10. Seneca Tribe

FLIERL, CHAPTER FIVE, THE ALGONKIAN AND IROQUOIS INDIANS

READING FOR SPECIFIC INFORMATION

Compare the Iroquois and Algonkian Indians. Complete the following chart by finding the page and column indicated (77,2 means p.77 Column 2) and reading to find the necessary information. Use numbers, single words or phrases in your answers.

	Algonkian	Iroquois
Location of villages	77,2	79,2
Size of villages	78,1	80,1
Type of dwelling	78,1	80,1
Number of families in a dwelling	78,1	80,1
Work of men	78,1	80,1
Work of women	78,2	80,1,2
Food and crops	78,2	80,1,2 81,1

FLIERL, CHAPTER FIVE, THE ALGONKIAN AND IROQUOIS INDIANS

QUESTIONS FOR REVIEW

1. The first European settlers learned ALL of the following things from the Algonkians EXCEPT: (a) how to plant corn, (b) how to use iron tools, (c) how to fertilize the soil with fish heads, (d) how to make succotash and corn pone. 1.______

2. ALL of the following tribes belonged to the League of the Iroquois (Confederacy of the Five Nations) EXCEPT: (a) Seneca (b) Cayuga (c) Onondaga (d) Erie 2.______

3. According to legend, what Indian chieftain formed the League of the Iroquois? (a) Atortaho, (b) Tuscarora, (c) Hiawatha, (d) Deganawidah. 3.______

4. Iroquois dwellings were called (a) mounds (b) long houses (c) huts (d) tents. 4.______

5, 6, 7. Three ways in which the Iroquois got their food were by
5.____________
6.____________
7.____________

8. A sachem is (a) a leader of a tribe, (b) a spirit, (c) a ceremonial costume, (d) a container for clothing. 8.______

9. When Iroquois found that their land no longer produced good crops they (a) used fertilizer, (b) plowed up the land, (c) raised a different type of crop, (d) moved on to another location. 9.______

10. All of the following were important crops for the Indians EXCEPT: (a) corn, (b) tomatoes, (c) beans, (d) squash. 10.______

Match the tribe in Column II with the statement in Column I.

I	II
11.____They were the "Keepers of the Western Gate"	a. Onondagas
12.____They were the "Keepers of the Eastern Gate"	b. Tuscaroras
13.____They were the "Keepers of the council fire"	c. Oneidas
14.____They were the sixth tribe to join the League	d. Senecas
15.____They lived between the Mohawks and the Onondagas	e. Mohawks

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

WORDS TO LEARN

	Vocabulary	People, Places, Events, et cetera
p. 63	abundance, flint, waterways, civilization, *confederacy, league	Asia, Alaska, Rocky Mountains, Henry Hudson, "Half Moon", Algonkians, North Atlantic, Delaware Valley, Lenni-Lenapes Delawares, Long Island, Montauks, Sewanhaka, Wappingers, Mahicans, Iroquois, Mississippi River, Lakes Erie and Ontario, the Seneca, Cayuga, Onondagas, Oneidas, and Mohawk tribes, Genesee River, Skaneateles Lake, Syracuse, Quebec
p. 64	council	Susquehannock and Erie tribes, Susquehanna Valley Confederacy of the Five Nations, Huron Confederacy, Lake Huron, Hiawatha, Deganawidah, Atortaho
p. 65	*sachems, ambassadors, treaty	Keeper of the Eastern Door, Keeper of the Western Door, "younger brothers", Tuscaroras, North Carolina
p. 66	controlled, *clan, tribes	Turtle, Bear and Wolf clans
p. 67	codes, disputes, personal property, ceremonies, *stockade, trench, mounds	
p. 68	underbrush, ridges	Utica, Canandaigua Lake, Cayuga Lake, Seneca Lake
p. 69	crossroad, "carries", convert, *martyr, missionary	Niagara, Avon, Geneseo, Tioga Point, Canisteo, Cohocton, and Chemung Rivers, Wood Creek, Mohawk River, Oneida Lake, Oswego River, St. Lawrence, Lake George, Lake Champlain, Father Isaac Jogues
p. 70	epidemic, supported, revival, expeditions, *arquebus, skirmish	Auriesville, Dutch Reformed Church, Church of England, Presbyterians, Samuel Kirkland, Handsome Lake, Roman Catholic, Protestant, Samuel de Champlain, Ticonderoga
p. 71	allies, raided, site	Governor William Kieft, Manhattan Island, Wall Street, Albany, Montreal
p. 72	source, alliance, grants, reservations, high-altitude	George Washington, Generals John Sullivan and James Clinton, Six Nations, the Onondaga, Cattaraugus, Tonawanda, Tuscarora, Allegheny, St. Regis Poosepatuck and Shinnecock Reservations, Gowanda, Akron, Niagara Falls, Hogansburg, Brooklyn, N.Y. State Department of Social Welfare

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

Words Used in Context

abundance	The abundance of game, fish, fruits, and nuts attracted the first Indians to New York. There was such an abundant supply of food available for the taking that they did not go hungry.
flint	The Indians valued flint, a hard stone they found in New York, for the sparks it gave off when struck against a rock which would start a fire. They also used the sharp flint for their early tools and weapons.
confederacy	The Iroquois tribes formed a confederacy when they joined together for mutual aid in keeping peace. This league of tribes or confederacy was known at first as the Five Nations.
treaty	The treaty between the two nations dealt with actions for peace and trade. A treaty or agreement between two nations becomes part of the laws of a country.
code	Codes of law are the written body of laws which govern a people. The Indians did not have a formal code of law but followed the ways of their forefathers.
stockade	The stockade, built of pointed logs, surrounded the village. The people were further protected from enemy attack by a deep trench which was dug just outside the stockade.
mounds	In planting, the Indians covered their seeds with rounded elevations of earth called mounds. The mound-building Indians lived in small-hill-like huts of earth.
ridges	The ridge is the top or crest of a hill. Sometimes Indians followed the ridges of the hills to avoid the swamps and heavy vegetation of the valley below.
expedition	The expedition into the land of the Hurons accomplished its purpose. The expedition had been organized to enter Huron territory and conquer the tribes living there.
alliance	The Iroquois first made an alliance with the British. When the French destroyed many Iroquoian villages, the Indians deserted their British alliance for trade and signed a treaty of friendship with the French.

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

VOCABULARY TEST

Write the letter of the best meaning of each word on the line before the number of the word.

1. sachem
    - a. bark house
    - b. a type of coat
    - c. holy
    - d. chief

1.______

2. alliance
    - a. connection between people
    - b. device for making beer
    - c. friends
    - d. in a line

2.______

3. league
    - a. an Indian vegetable
    - b. a building for meetings
    - c. an association for a common purpose
    - d. a team

3.______

4. council
    - a. lawyer
    - b. to give advice
    - c. governing group
    - d. an adding machine

4.______

5. confederacy
    - a. constitution
    - b. united group
    - c. conference
    - d. labor movement

5.______

6. expedition
    - a. journey
    - b. unnecessary excitement
    - c. enforcing the law
    - d. expense

6.______

7. abundant
    - a. heavy package
    - b. nuisance
    - c. plentiful
    - d. folk dance

7.______

8. grant
    - a. give
    - b. send
    - c. receive
    - d. know

8.______

9. source
    - a. the end
    - b. the beginning
    - c. a gravy
    - d. a wound

9.______

10. dispute
    - a. arrangement
    - b. to upset
    - c. to leave
    - d. argument

10._____

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 62-64, Algonkians and Iroquois Settle in New York

1. Where did the first Indians come from?
2. What was the extent of their knowledge?
3. When did the first Indians reach New York?
4. Why did they stay here?
5. What did they have to do in order to survive?
6. What two main groups of Indians were there?
7. How did they differ?
8. What were five Algonkian tribes and in what general area were they located?
9. What were the Iroquois tribes and where was each located?
10. Who were the enimies of the Iroquois?

p. 64-67, The Iroquois Form a Confederacy

11. When did the Iroquois join together?
12. What was the purpose of the union?
13. What was the position or duty of each of the five nations?
14. In what year did they add a new tribe?
15. How was the Confederacy governed?
16. What are four reasons why the Confederacy, or League, was so strong?
17. Why were women so important in Indian life?
18. Why was crime rare among the Indians?
19. What did an Indian village look like?

p. 67-69, The Forest Provides Food, Shelter and Fuel

20. How were the Indians able to farm with only rough tools?
21. What was the main item in the Indian diet?
22. How did they get their clothing and necessary equipment?
23. How did they travel?
24. What did they do when rivers or creeks did not flow into each other?
25. Where were two such areas located?

p. 69-70, The Indians Develop Folklore and Religion

26. What religious beliefs did the Indians have?
27. What caused their beliefs to change?
28. Who was Father Isaac Jogues?
29. What churches sent missionaries?
30. Did the Indian religion survive?
31. What stories did the Indians tell their children?

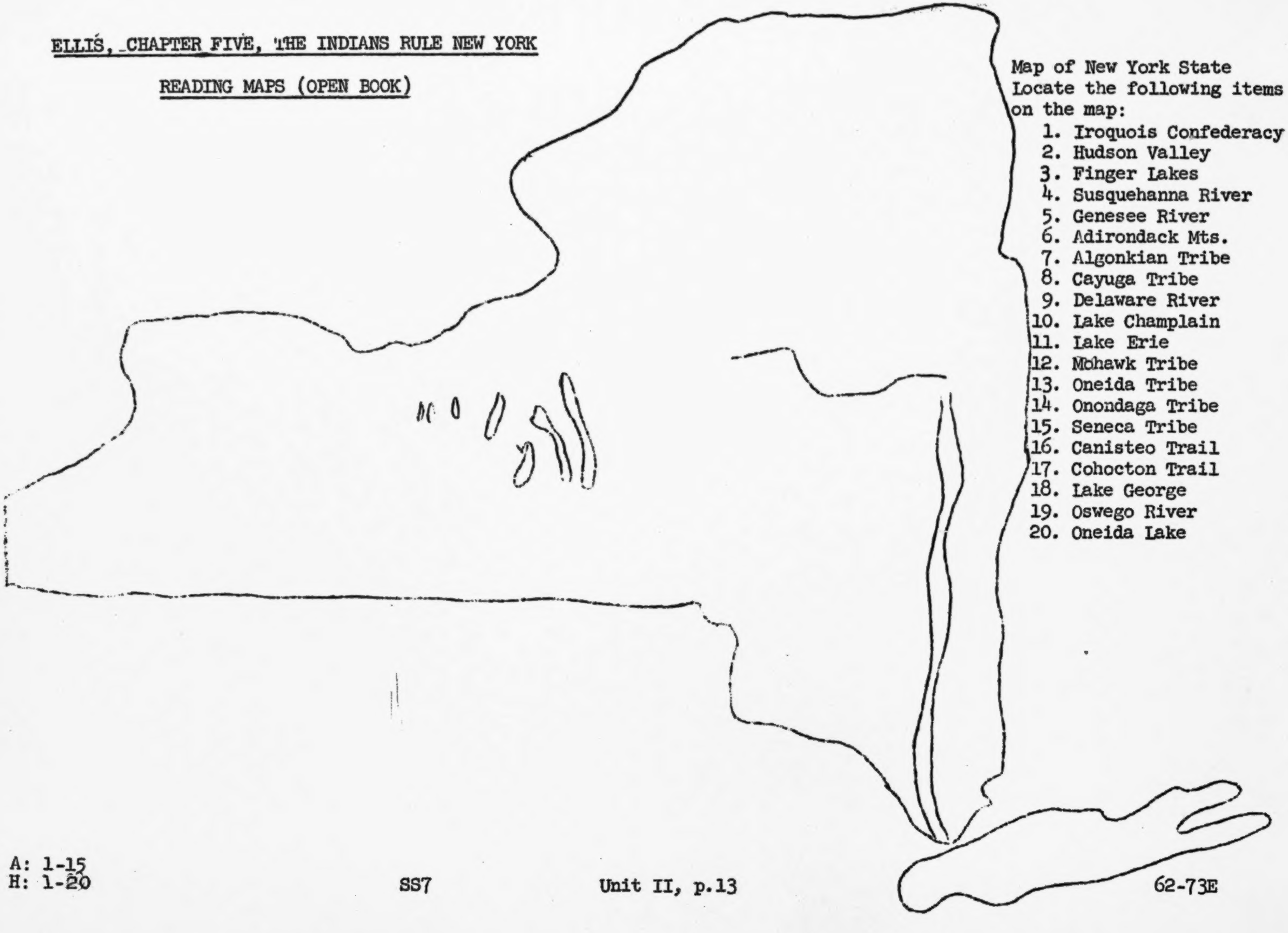
p. 70-73, The White Men Meet the Indians

32. How did the white men affect the life of the Indians?
33. Why did the Five Nations hate the French?
34. How did the Dutch get along with the Indians?
35. What was the English policy toward the Indians?
36. What was the main item of trade between the white men and the Indians?
37. What caused the Iroquois to fight the Hurons?
38. Did the Iroquois have full control of the fur trade?
39. How did the Iroquois maintain their strength in numbers?
40. In what ways did they lose strength?
41. How was the power of the Iroquois Confederacy destroyed?
42. Where do the Iroquois live today?
43. How does N.Y. State take care of the Indians?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 73

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

READING MAPS (OPEN BOOK)



Map of New York State
Locate the following items on the map:

1. Iroquois Confederacy
2. Hudson Valley
3. Finger Lakes
4. Susquehanna River
5. Genesee River
6. Adirondack Mts.
7. Algonkian Tribe
8. Cayuga Tribe
9. Delaware River
10. Lake Champlain
11. Lake Erie
12. Mohawk Tribe
13. Oneida Tribe
14. Onondaga Tribe
15. Seneca Tribe
16. Canisteo Trail
17. Cohocton Trail
18. Lake George
19. Oswego River
20. Oneida Lake

A: 1-15
H: 1-20

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

REREADING QUESTIONS (Open Book) ORGANIZATION

Complete the skeleton outline below:

I. First Indians came from Asia to Alaska 20,000 years ago.
    A. Lived off fish, game and berries; didn't know how to plant and raise crops.
    B. ____________________
II. Indians spread south and east through the Rockies and across the plains.
III. First bands reached New York 6,000 years ago.
    A. ____________________
    B. ____________________
IV. First Indians lived along river banks to escape forest dangers.
    A. Learned to make better weapons and tools.
    B. Began to raise corn, squash, pumpkins and beans.
    C. ____________________
    D. ____________________
    E. Reachen late stone age level after thousands of years.
V. Indian society had grown complicated by time of Henry Hudson.
    A. New York Indians divided into two groups; Algonkians and Iroquois.
    B. ____________________
    C. Wore same kind of clothing and raised same crops.
VI. Algonkians
    A. Lived along North Atlantic coast for centuries, coming from the West before year 1,000.
    B. Center of strength in Delaware Valley where parent tribe, Leni Lenapes, or Delawares, lived.
    C. ____________________
    D. ____________________
    E. ____________________
    F. ____________________
VII. Iroquois
    A. ____________________
    B. ____________________
    C. ____________________
    D. ____________________
    E. ____________________
    F. ____________________

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

REREADING QUESTION (Open Book) ORGANIZATION (Continued)

G.____

H.____

I.____

J.____

K. Oneidas, offshoot of Mohawks, set up villages near present city of Oneida.

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

CATEGORIZING (Open Book)

Place an "A" before the items below if they apply to the Algonkians, an "I" if they deal with the Iroquois, a "B" if they are true of BOTH Indian nations.

________ 1. Had their center of strength in the Delaware Valley

________ 2. Wappingers

________ 3. Mahicans

________ 4. Invaded N.Y. State from the south in about the year 1300

________ 5. Senecas

________ 6. Cayugas

________ 7. Onondagas

________ 8. Mohawks

________ 9. Oneidas

________10. Susquehannock

________11. Eries

________12. Fought the Hurons

________13. Hiawatha

________14. Tuscaroras

________15. Governed by fifty sachems

________16. Children took last name from mothers

________17. Smoked their meat to prevent its spoiling

________18. Divided into families, clans and tribes

________19. Affairs governed by council

________20. Built stockades around their villages

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

RECALL QUESTION, CAUSE-AND-EFFECT RELATIONSHIP

Match the letters of the effects in Column II to the events in Column I which caused them

Column I CAUSE	Column II EFFECT
_____1. Champlain and Hurons attack Iroquois near Lake Champlain	A. A protective wall is built across lower tip of Manhattan
_____2. Dutch Governor William Kieft mistreated the Algonkians and raided their villages	B. Iroquois hate the French
_____3. Algonkians make war against the Dutch	C. Algonkians make war against the Dutch
_____4. The Dutch build a wall across lower Manhattan	D. Today we call the site Wall Street
_____5. Noblemen in England and France liked to wear beaver hats	E. A rivalry for control of the fur trade led to war between the two nations.

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

RECALL, CAUSE-AND-EFFECT RELATIONSHIP (Open Book)

The arrows lead from causes to their effects. Fill in the missing steps.

Hurons controlled fur trade with tribes in Great Lakes Region where there were still beaver →

1. ____________________
____
____
____

→ When Hurons refused, Iroquois decided to destroy them →

2. ____________________
____
____
____

→ Terror-stricken Hurons fled to forest where many died of cold and starvation →

French who traded with Hurons were worried that they might lose their source of furs →

3. ____________________
____
____
____

→ Five nations deserted Britiish alliance and signed a treaty of friendship with France (1701).

The Iroquois became involved in four wars between England and France →

4. ____________________
____
____
____

→ The Iroquois adopted hundreds of prisoners into their tribes and admitted the Tuscaroras as the Sixth Nation (1722)

During the Revolutionary War the Americans sent expeditions against the Senecas and their allies →

5. ____________________
____
____
____

→ Today in N.Y. there are only 6,000-7,000 Indians living on eight reservations

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

QUESTIONS FOR REVIEW

1. The first American Indians probably came from (a) South America, (b) the Hawaiian Islands, (c) Asia, (d) Australia. 1.______

2. From what location in the United States did the Iroquois Indians come? (a) near the Mississippi River, (b) the Pacific Coast, (c) the Florida area, (d) the Texas area. 2.______

3. The legendary founder of the Confederacy of the Five Nations was (a) Atortaho, (b) Deganawidah, (c) Tuscarora, (d) Hiawatha. 3.______

4. ALL of the following tribes belonged to the Confederacy of Five Nations EXCEPT: (a) Seneca, (b) Cayuga, (c) Onondaga, (d) Erie. 4.______

5. ALL of the following are reasons why the Iroquois were successful in war EXCEPT: (a) The waterways of N.Y. permitted them to strike rapidly in many directions, (b) They had overwhelming numbers, (c) They lacked courage and cunning, (d) Their confederacy added to their strength. 5.______

6. Which of these statements best describes life among the Iroquois? (a) The oldest man in the family ruled the family. (b) Women were very important in Iroquois society. (c) Women picked the war chiefs of the tribe. (d) Women had few rights in Iroquois society. 6.______

7. The most important food of the Iroquois was (a) fruit, (b) wheat, (c) corn, (d) nuts. 7.______

8. Why did the Iroquois try to destroy the Hurons? (a) The Iroquois wanted to get control of the fur trade. (b) The Iroquois did not like the religion of the Hurons. (c) The Iroquois feared the Hurons. (d) The Hurons had more fertile land than the Iroquois. 8.______

9. The sixth tribe or nation to be admitted to the Iroquois Confederacy was (a) Sioux, (b) Cherokee, (c) Tuscarora, (d) Apache. 9.______

10. What finally destroyed the power of the Iroquois? (a) The Revolutionary War ended the importance of the Iroquois. (b) Disease killed most of the Iroquois. (c) Liquor weakened the Iroquois tribes. (d) Attacks by the Hurons destroyed the Iroquois. 10.______

Match the tribe or tribes in Column II with the function in Column I. There will be an extra tribe.

I

_____11. Keeper of the Eastern Door
_____12. Keeper of the Western Door
_____13. Younger Brother
_____14. Keeper of the sacred council fire
_____15. Sixth Nation of the Confederacy

II

a. Senecas
b. Hurons
c. Onondagas
d. Mohawks
e. Tuscaroras
f. Oneidas
g. Cayugas

ELLIS, CHAPTER FIVE, THE INDIANS RULE NEW YORK

QUESTIONS FOR REVIEW (Continued)

WHO AM I? Match the statement in Column II with the name in Column I.

I

_____16. Isaac Jogues
_____17. Samuel Kirkland
_____18. Handsome Lake
_____19. Samuel de Champlain
_____20. William Kieft

II

a. I was an Indian religious leader.
b. I was a famous Indian trader.
c. I mistreated the Algonkian Indians and caused them to attack Manhattan.
d. I was an explorer who was hated by the Iroquois.
e. I was tortured and killed by the Iroquois.
f. I was a Protestant Missionary to the Iroquois.

FLIERL, CHAPTER SIX, NEW YORK IN THE DAYS OF THE DUTCH

WORDS TO LEARN

	Vocabulary	People, Places, Events, et cetera
p. 84	originally, nation, discovery, exploration, cargo, employers, expeditions, organization	America, European, Spain, North America, South America, Columbus, English, New Foundland, Carolinas, John Cabot, France, French, Verrazano, Italian, Netherlands, Half Moon, Henry Hudson, Orient, Atlantic Ocean, Pacific, Indians, Dutch West India Company, New Netherland
p. 85		Jamestown, Virginia (1607); Plymouth, Massachusetts (1620); Long Island; New Jersey; Canada; Lake Champlain; Jacques Cartier; St. Lawrence River; Northwest Passage; Quebec; Samuel de Champlain; Algonkian Indians; Huron Indians; Iroquois Indians; Ticonderoga
p. 86	chieftains, encounter, religious, freedom, *immigrants, persecuted	Pilgrims, Walloons
p. 87	tribe, *skirmish, minister	Manhattan Island, Connecticut River, Hartford, Fort Orange, Beverwyck, Albany, Mohawks, Mohicans, Bastiaen Krol, Brouage, Muscovy Company, Arctic route, Mexican, fleur de lis
p. 88	*blockhouse	New Amsterdam, Peter Minuit
p. 89	principal, *patroon, *tenants, adopted	
p. 90		Kiliaen Van Rensselaer, Wouter Van Twiller
p. 91	palisades, character	New England, Delaware River
p. 92	virtues, vain, dictator, majority	William Kieft, Adriaen Block
p. 93	*truce, *representative government, council	Fort Amsterdam
p. 94	welfare	Peter Stuyvesant, Wall Street
p. 95	self-government, massacred, avenge	Reformed Church of America, Lutherans, Jews, Quakers, Flushing, John Bowne, Flushing Remonstrance, Turks, Egyptians, Holland
p. 96	ingress, egress	Presbyterian, Independent, Baptist

FLIERL, CHAPTER SIX, NEW YORK IN THE DAYS OF THE DUTCH

WORDS TO LEARN (Continued)

p. 97	democracy, *pillary, gallows, prominent, execution, spectacle, industrious	Christmas, New Year's Day, May Day, Negro
p. 98		St. Nicholas Eve, Lent, Halloween, Maryland,
p. 99	welfare	
p. 100	homeland, bouwerie	Bowery, St. Marks-in-the-Bouwerie, Albany, Schenectady

Words Used in Context

employer Jack asked his employer, Mr. Jones, for a raise. Mr. Jones said he would gladly give it to him because Jack had worked very hard for him.

expedition The expedition to Africa covered thousands of miles of unexplored territory. Sometimes the members of the expedition rode in jeeps and sometimes they walked.

religious Many people came to the New World seeking religious freedom. Here they went to the church of their choice and worshiped God in their own way. Freedom of worship is important to religious people.

immigrants Immigrants come to the United States all the time. The immigrants leave their homes in Europe and Asia to come and live here in the U.S.A.

tenants The owner of the apartment house collected rent from the tenants each month. One day he raised the rent and the tenants complained.

character The President of the United States should be a man of high character. Honesty and intelligence are examples of the signs of a good character.

virtues Kindness and generosity are two virtues that are liked by everyone. Other virtues are honesty and goodness.

dictator Hitler, a dictator, ruled Germany. He would not tolerate what he did not like and he made the laws. Like most dictators, he did not consider the people he ruled.

majority More than half the voters in the United States are Democrats. Since they have a majority of members, the Democrats often win elections.

truce Jack and Billy fought all the time. Finally they declared a truce. For a while there was peace, but the truce was broken and they started to fight again.

FLIERL, CHAPTER SIX, NEW YORK IN THE DAYS OF THE DUTCH

VOCABULARY TEST

Write the letter of the meanings of the words in Column II in the space in front of the word in Column I.

Column I

______ 1. employer
______ 2. expedition
______ 3. religious
______ 4. immigrants
______ 5. tenants
______ 6. character
______ 7. virtues
______ 8. dictator
______ 9. majority
______10. truce

Column II

a. people who have moved to a different nation
b. a man's personality
c. peace agreement
d. a person for whom others work
e. a man who rules alone
f. having to do with beliefs about God
g. most of the people
h. people who pay rent
i. good traits
j. a trip

FLIERL, CHAPTER SIX, NEW YORK IN THE DAYS OF THE DUTCH

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 84, The Coming of the White Man

1. What four European nations originally claimed New York?
2. What was the bases for the claim of each?
3. Which nation was the first to settle on New York soil?

p. 84, The first Dutch expeditions

4. What was the purpose of Henry Hudson's trip in 1609?
5. What resulted from Hudson's trip?
6. What was the Dutch West India Company?

p. 85, Reasons for Dutch settlement

7. What were the reasons for the first Dutch settlements?
8. What were two of the colonies that the English had already planted?
9. Who discovered and explored the St. Lawrence River?
10. What was Cartier seeking on his trip?

p. 85, The French and the Indians

11. Which tribe was the enemy of the Algonkian and Huron Indians?
12. What was the result of the first brief encounter between the French and the Iroquois?
13. With whom did the Iroquois trade?
14. What important thing did the Iroquois learn from the Dutch?

p. 86, The first Dutch settlers

15. Why did the first Dutch settlers come to the New World?

p. 87, The Dutch settlements

16. In what areas did the first colonists settle?

p. 87, The settlement of Beverwyck?

17. What was the cause of the skirmish in Beverwyck in 1626?
18. What was the result of the skirmish?
19. How did Krol help the settlers?
20. What was the result of peace with the Mohawks?

p. 87, Biographical sketch

21. What did Champlain and Hudson have in common?

p. 88, The settlements of New Amsterdam

22. What was the name of the Dutch settlement on Manhattan Island?

p. 88, Two Early Directors

23. Who bought Manhattan Island from the Indians?

p. 88, The government of New Netherland

24. What group ruled New Netherland?
25. What was the principal industry while Peter Minuit was governor?
26. Why did the colony remain small?

p. 89, The patroons

27. Why was the patroon system adopted?
28. What did the plan of the patroon system call for?
29. What did the patroon give the tenant?
30. What did the patroon receive from the tenant?

p. 90, Failure of the patroon system

31. Why did the patroon system fail?

p. 90, Van Twiller takes charge

32. Why were the settlers unfriendly toward Wouter Van Twiller?

FLIERL, CHAPTER SIX, NEW YORK IN THE DAYS OF THE DUTCH

DIRECTED READING (Continued)

p. 91, Van Twiller and the Company

33. In what way was the Company responsible for Van Twiller's failure as governor?

p. 91, The character of the Director

34. What were Van Twiller's good qualities?

p. 92, A New Type of Director

35. What were Kieft's character traits?

p. 92, The Indians and the Dutch

36. How had the Indians and the Dutch gotten along before Kieft's arrival?

p. 92, Were the newcomers fair

37. Were the Dutch fair to the Indians when they traded?
38. Why did the Indians resent Kieft's tax?

p. 93, Real trouble

39. Why wouldn't the Indians turn the murderer over to the Dutch government?
40. What did Kieft do when the Indians refused?

p. 93, War with the Indians

41. During the war with the Indians did the Company help the settlers?

p. 93, A hope for peace

42. How did Kieft ruin the truce?

p. 93, The end of Kieft

43. What happened to Kieft?

p. 93, The beginnings of representative government

44. How did Kieft, a dictator, contribute to the idea of representative government?

p. 94, New Netherland Under Peter Stuyvesant

45. What were Stuyvesant's character traits?

p. 94, "Old Silver Nails" arrives on the scene

46. What was New Netherland like when Stuyvesant arrived?

p. 94, Protecting New Amsterdam

47. How did Stuyvesant protect New Amsterdam?
48. In what ways was the wall useful?

p. 94, Improvements within New Amsterdam

49. What were some of the improvements made by Stuyvesant?

p. 95, Stuyvesant and the people

50. Why did Stuyvesant's ideas annoy the people?

p. 95, More troubles with the Indians

51. How did Stuyvesant avoid a war?

p. 95, Religious troubles and the "Flushing Remonstrance"

52. What was the Flushing Remonstrance?
53. Why was it written?
54. What was the result of it?

p. 97, Life Among the Dutch

55. What was the most precious thing the Dutch settlers brought to this country?

p. 98, The English Conquer New Netherland

56. What nation's settlements surrounded New Netherland?

p. 98, Stuyvesant tries to save the colony.

57. What did Stuyvesant want to do when the English fleet arrived?

p. 99, The British terms of surrender

58. What were the British terms of surrender?

FLIERL, CHAPTER SIX, NEW YORK IN THE DAYS OF THE DUTCH

DIRECTED READING (Continued)

59. What did the settlers persuade Stuyvesant to do?
    p. 99, Why did New Amsterdam fall?
60. Why did New Amsterdam fall?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS FOUND ON PAGES 88, 92, 94, 96, 100 and 101.

FLIERL, CHAPTER SIX, NEW YORK IN THE DAYS OF THE DUTCH

People and governments have reasons for doing things. Sometimes the outcome of an event or decision is what was wanted, sometimes it is not.

Listed below are the names of four events in New York State History. Next to each is a page reference to help you find the answer. In the columns provided fill in the information that will point out whether the person or idea achieved the purpose for which it was intended.

The first one is done as a sample.

EVENT	ORIGINAL PURPOSE (Why?)	OUTCOME (What happened?)
1. Hudson sailed (p. 84)	to seek a water route around or through North America to the Orient	started the Dutch fur trade with the Indians
2. Champlain shot 2 Iroquois Chieftains (p. 86)		
3. Start of patroon system (p. 89)		
4. The "Flushing Remonstrance" was written (p. 95)		

ELLIS, CHAPTER SIX, DUTCH TRADERS AND FARMERS PENETRATE THE WILDERNESS

WORDS TO LEARN

	Vocabulary	People, Places, Events, et cetera
p. 74	colonization	New England, New France, New Netherland, New Sweden, West Indies, Holland, Portugal, New Amsterdam, Beverwyck, Wiltwyck, Fort Orange
p. 75	*charter, vessels	Verrazano, Fort Nassau, Henry Hudson, Dutch West India Company
p. 76	*persecution, prosperity, ambitious	Delaware River, Algonkians
p. 77	massacred, bowery, *patroonship, director general, tenants	William Kieft, Killiaen Van Rensselaer
p. 78	expedition	Peter Stuyvesant, Flushing
p. 79	proclamation, *toleration, *remonstrance, clergy	Flushing Remonstrance, Governor Twiller, Breede Weg, Samuel Wilson, Dedrich Knickerbocker
p. 80	gables, conquest, origin	Rip Van Winkle, Bushwick, Flatbush, Flushing, Harlem, Jamaica, Jonas Bronck, Brooklyn, Martin Van Buren, T. Roosevelt, F.D. Roosevelt, Dutch Reformed Church
p. 81	artillery, petition	Navigation Acts, King Charles II of England, James-The Duke of York, Colonel Richard Nicolls

Words Used in Context

colonization   The colonization activities of England, France, and Holland all centered on New York. Each tried to establish a colony in New York, but Dutch were the first to colonize this area.

charter   The charter given to the Dutch West India Company granted it the right to control a huge amount of trade. This charter was not signed by the king but rather by the legislative branch of the Dutch government.

persecution   The persecution of the Jews by Adolph Hitler was terrible. Persecuting people because of their religion or race is still, unfortunately, practiced today.

tenants   The tenant farmers of New York hoped some day to own their own land. Sometimes the landlord gave the tenants very little in return for their rents.

ELLIS, CHAPTER SIX, DUTCH TRADERS AND FARMERS PENETRATE THE WILDERNESS

Words Used in Context (Continued)

patroonship   Rensselaer's patroonship was located on both sides of the Hudson near Albany. This tract of land proved to be the only successful patroonship in the Dutch colony.

proclamation   Stuyvesant's proclamation stating that any person giving aid to a Quaker would be fined did not work. He made many other official announcements that also met with little success.

toleration   Toleration by one religious group of another is very important in a free country. If one religious group doesn't tolerate another the wars and strife that follow will ruin a country.

remonstrance   The Negroes staged a remonstrance for the right to better jobs. Most peaceful remonstrances are successful because if the government sees enough people protesting it will probably investigate the causes of the demonstration.

clergy   The clergy was represented by four priests, four ministers, and four rabbis. The clergy of all faiths do a fine job in helping people to understand their religion.

artillery   The only artillery weapons used in the Revolutionary war were cannons. Modern armies use artillery that is carried on tanks and can be fired while the tank is moving.

ELLIS, CHAPTER SIX, DUTCH TRADERS AND FARMERS PENETRATE THE WILDERNESS

VOCABULARY TEST

1. colonization
   - a. providing for gold
   - b. providing for settlement
   - c. providing for adventure
   - d. providing for pleasures

   1.______

2. charter
   - a. plant
   - b. ant
   - c. grant
   - d. chant

   2.______

3. persecution
   - a. an act of toleration
   - b. an act of intoleration
   - c. an act of friendship
   - d. an act of pity

   3.______

4. patroonship
   - a. landowner
   - b. a Dutch ship
   - c. a tract of land
   - d. a whale boat

   4.______

5. tenants
   - a. owners
   - b. rent payers
   - c. farmers
   - d. half of a family of twenty ants

   5.______

6. proclamation
   - a. a will
   - b. a rule
   - c. an official announcement
   - d. a letter

   6.______

7. toleration
   - a. understanding
   - b. hatred
   - c. liking
   - d. disliking

   7.______

8. remonstrance
   - a. a protest
   - b. a show of approval
   - c. a mob
   - d. a peaceful group

   8.______

9. clergy
   - a. religious leaders
   - b. political leaders
   - c. economic leaders
   - d. sports figures

   9.______

10. artillery
    - a. large guns
    - b. small guns
    - c. atomic bombs
    - d. torpedoes

    10.______

ELLIS, CHAPTER SIX, DUTCH TRADERS AND FARMERS PENETRATE THE WILDERNESS

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 75, The Dutch Found New Netherland

1. Who discovered New York harbor?
2. Why did Henry Hudson sail for the Dutch East India Company?
3. What effect did Hudson's report have in Holland?
4. Where was the first permanent settlement in New York?

p. 76, The Dutch Fail to Build a Strong Colony

5. What are six reasons why the Dutch colony failed?
6. How was New Netherland's government undemocratic and inefficient?
7. What problems faced Peter Stuyvesant when he became governor in 1647?

p. 78, The Dutch Way of Life Takes Root

8. When the English took over in 1664 how many people lived in New Netherland?
9. Where did most of New Netherland's citizens live?
10. What was the Flushing Remonstrance?
11. Why did the Dutch Reformed Church become firmly established in the Hudson Valley?
12. What was New Amsterdam like in 1664?
13. What are five contributions that the Dutch made to our present way of life in New York?

p. 81, The English Conquer New Netherland

14. Why did Kng Charles decide to capture New Netherland?
15. To whom was the region given?
16. What type of battle did the Dutch put up against the English in 1664?
17. What were the terms of the Dutch surrender?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS FOUND ON PAGE 82

ELLIS, CHAPTER SIX, DUTCH TRADERS AND FARMERS PENETRATE THE WILDERNESS

CLASSIFYING

Below you will ifnd two lists: Identifying characteristics and Reasons for importance. On the chart, match both the characteristics and the reasons to each name. The first has been done for you.

IDENTIFYING CHARACTERISTICS

1. A Dutch governor who massacred Indians.
2. A 1657 religious protest.
3. A famous figure of Dutch folklore.
4. Most influential Dutch religious group.
5. Sailed in the Half Moon.
6. Controlled Dutch trade in North America.
7. Discovered New York Harbor.
8. A successful Dutch diamond merchant.
9. Governor with hot temper and wooden leg.
10. English law controlling trade.

REASONS FOR IMPORTANCE

11. Dutch claim to New York based on his voyage
12. Proved the Patroonship system could work
13. Showed that the people wanted religious toleration in New Netherland
14. Paid little attention to New Netherland and thus the colony grew slowly
15. Created interest in Dutch New York through literature
16. Lack of interest in his discovery hurt France
17. Indians caused trouble in New Netherland
18. His intolerance brought an end to Dutch rule
19. Established many schools in the Hudson Valley
20. Gave England exclusive rights to certain products or colonies

NAMES	I CHARACTERISTICS	II REASONS FOR IMPORTANCE
Henry Hudson	Sailed in the Half Moon	Dutch claim based on his voyage
Peter Stuyvesant		
K. Van Rensselaer		
Rip Van Winkle		
Dutch Reformed Church		
Verrazano		
D. West India Company		

ELLIS, CHAPTER SIX, DUTCH TRADERS AND FARMERS PENETRATE THE WILDERNESS

CLASSIFYING (Continued)

NAMES	I CHARACTERISTICS	II REASONS FOR IMPORTANCE
William Kieft		
Navigation Acts		
Flushing Remonstrance		

ELLIS, CHAPTER SIX, DUTCH TRADERS AND FARMERS PENETRATE THE WILDERNESS
FLIERL, CHAPTER SIX, NEW YORK IN THE DAYS OF THE DUTCH

QUESTIONS FOR REVIEW (Recall)

Answer the following questions by filling in the blanks with the word(s) that best complete(s) the statement

1. The voyage of ________________ opened the way for Dutch settlement in New York.

2. The first large permanent Dutch settlement in New Netherland was at ________________.

3. The Dutch were most interested in the ________________ which was more profitable than farming.

4. The ________________ system by giving large amounts of land to one man discouraged ordinary farmers from coming to New Netherland.

5. The ________________ was a successful religious protest which took place in 1657.

6. ________________ was the first Dutch governor who had trouble with the Indians.

7. ________________ was the last and most intolerant of the Dutch governors.

8. ________________ was the Dutch name for Albany.

9. ________________ purchased Manhattan Island from the Indians.

10. The ________________ system was adopted in order to encourage people to come to New Netherland.

11. ________________ was a governor who sometimes drank too much.

12. ________________ wrote many stories about Dutch New York.

13. Three Presidents, ________________, ________________, and ________________ were of Dutch origin and came from New York.

14. ________________ sent Richard N$_1$colls to capture New Netherland for the English.

15. ________________ was the King of England at the time of the Dutch surrender of New Netherland.

M 1-11
A & H 1-15

ELLIS, CHAPTER SEVEN, FARMERS AND MERCHANTS DEVELOP COLONIAL NEW YORK

WORDS TO LEARN

	Vocabulary	People, Places, Events, et cetera
p. 83	pioneers, merchants	Mohawk, Schoharie, and Cherry Valleys
p. 84	inhabitant, *frontier	Schenectady, Brooklyn, Kingston, Newburgh
p. 85	aristocratic, blockhouse, *speculator	Wallkill Valley, New Paltz Schoharie Creek, Herkimer, William Johnson, Cherry Valley, John Lindesay
p. 86	*cash crop, *potash	Susquehanna R., Philip Schuyler, "Bread Colonies"
p. 87	*manor, tenant, spendthrift, trait	Rensselaerwyck, Robert R. Livingston
p. 89	*treason	William Prendergast, Frederick Philipse, Quaker Hill
p. 90	self-reliance, *gristmills, *distilleries, *tanneries	Ancram
p. 91	forged, coopers, innkeeper	
p. 92		Waraghuyaghey
p. 93	*potash, staves	Yankees, Oswego

Words Used in Context

frontier The frontier in New York was dangerous in 1750 because it was occupied by angry Iroquois. It took a brave pioneer to move to the line of settlement at the frontier.

speculators Speculators hoped to buy land cheaply and sell it at a profit. Some times the speculators guessed correctly about an area and their risks paid off handsomely with high prices for their lands.

cash crop The best cash crop in colonial New York was wheat. This was a successful cash crop because everyone ate bread and thus were glad to buy wheat.

potash Potash was valuable because it was used as a fertilizer in making soap and in bleaching cloth. Since the ashes from logs were easily available potash was also a very inexpensive product.

ELLIS, CHAPTER SEVEN, FARMERS AND MERCHANTS DEVELOP COLONIAL NEW YORK

Words Used in Context (Continued)

manor   The largest manor was Rensselqerswyck which covered over 750,000 acres on both sides of the Hudson. The owner of this manor was given special rights and privileges as were the owners of nineteen other large estates.

treason   William Prendergast claimed that he had not committed an act of treason because he had not betrayed his country in any way. When we think of treason we usually think of Benedict Arnold's betrayal of our country in the American Revolution.

gristmill   Gristmills ground grain into flour much more than the frontier housewife could. Waterpowered gristmills were the first manufacturing establishments in colonial New York.

distilleries   Distilleries made grain into whiskey which has always been a best seller in New York. Alcohol is distilled from the fermented grain.

tanneries   Tanneries were built to change animal hides into leather.

coopers   A cooper was important because all goods were packed in barrels. This craft of making barrels also proved financially rewarding for the cooper.

ELLIS, CHAPTER SEVEN, FARMERS AND MERCHANTS DEVELOP COLONIAL NEW YORK

VOCABULARY TEST

1. frontier
   a. settled land
   b. unsettled land
   c. Indian territory
   d. grazing land
   1.______

2. speculator
   a. purchases land for resale
   b. purchases land for farming
   c. purchases land for settlements
   d. purchases land for privacy
   2.______

3. cash crop
   a. crop raised for sale
   b. crop raised for own use
   c. crop sold to Indians
   d. crop of money
   3.______

4. potash
   a. ashes used for heat
   b. ashes used for tar
   c. ashes used for pots
   d. ashes used for fertilizer
   4.______

5. manor
   a. a land lord
   b. a social grace
   c. a large estate
   d. a tenant
   5.______

6. treason
   a. act of brotherhood
   b. act of faith
   c. act of betrayal
   d. act of violence
   6.______

7. gristmill
   a. grinds grist into mills
   b. grinds grain into whiskey
   c. grinds grain into flour
   d. grinds corn into bread
   7.______

8. distillery
   a. makes grain into flour
   b. makes corn into bread
   c. makes hides into leather
   d. makes grain into whiskey
   8.______

9. tannery
   a. makes bread into flour
   b. makes hides into leather
   c. makes grain into whiskey
   d. makes brown colored cloth
   9.______

10. cooper
   a. makes candles
   b. makes hats
   c. makes coupes
   d. makes barrels
   10.______

ELLIS, CHAPTER SEVEN, FARMERS AND MERCHANTS DEVELOP COLONIAL NEW YORK

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 84, Pioneers Push Back the Frontier

1. What was New York's population in 1771?
2. Why did New York grow so slowly?
3. Where did the French settle in 1678?
4. Who settled Herkimer?
5. Who settled Cherry Valley?
6. How did the farmers of colonial New York spend most of their time?
7. What did the Indians teach the white farmers?
8. What was New York's best cash crop?

p. 87, The Land System Leads to Large Estates and Tenant Uprisings

9. How did large land holdings slow the growth of New York?
10. How did these large land holders acquire their land?
11. What were the largest manors?
12. How did tenant farmers pay their rent?
13. Why did many tenants revolt in New York?
14. Who was William Prendergast and what is the story concerning him?
15. What happened to many landlords as a result of the Revolutionary War?

p. 90, New York Craftsmen Supply Goods for Settlers

16. What were the first manufacturing establishments in colonial New York?
17. How were craftsmen important to the early settlers?

p. 91, Traders Seek Markets Far and Near

18. What advantages did New York City have as a trading center?
19. Where did the traders find customers?
20. Why did trade routes usually follow waterways?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 94

ELLIS, CHAPTER SEVEN, FARMERS AND MERCHANTS DEVELOP COLONIAL NEW YORK

CATEGORIZING

Read the words in the following columns. Notice the category headings below. Place the words under the headings to which they belong. Some words may belong in more than one category.

1. frontier
2. cooper
3. gristmill
4. speculator
5. rent
6. pioneer
7. tanning
8. manor
9. distillery
10. "Bread Colonies"
11. blockhouse
12. fertilizer
13. mansion
14. state
15. trammel
16. landlord
17. tinkers
18. potash
19. saw mill
20. cash crop
21. plowing

Words Having to do with Land

Words Having to do with People

Words Having to do with Industry

ELLIS, CHAPTER SEVEN, FARMERS AND MERCHANTS DEVELOP COLONIAL NEW YORK

QUESTIONS FOR REVIEW

1. All of the following were reasons why New York grew slowly except: (a) The Iroquois, (b) The French, (c) poor soil, (d) large estates. 1.______

2. Which of these communities was settled first? (a) Albany, (b) Herkimer, (c) Cherry Valley, (d) Schenectady. 2.______

3. Potash was used for (a) soap, (b) preserving foods, (c) a spice. 3.______

4. Which of the following probably would be set up first in a new community? (a) tannery, (b) gristmill, (c) distillery, (d) blacksmith shop. 4.______

5. French Huguenots settled (a) Cherry Valley, (b) Albany, (c) New Paltz, (d) Buffalo. 5.______

6. A joiner made (a) candles, (b) furniture, (c) hats, (d) barrels. 6.______

7. A man who helped keep the Iroquois on the side of the English was (a) William Prendergast, (b) Robert R. Livingston, (c) William Johnson, (d) Benjamin Fletcher. 7.______

8. The Scotch Irish settled (a) Cherry Valley, (b) New Paltz, (c) Schoharie Valley, (d) Albany. 8.______

9. The largest manor was (a) Livingston, (b) Cortlandt, (c) Philipseburg, (d) Rensselaerswyck. 9.______

10. Albany was settled by (a) Dutch, (b) English, (c) French, (d) Scotch Irish. 10.______

ELLIS, CHAPTER EIGHT, SETTLERS BRING VARIETY TO NEW YORK

WORDS TO LEARN

	Vocabulary	People, Places, Events, et cetera
p. 95	population, *religious toleration, keen, landlords, class, melting pot	Dutch, British, Germans, Frenchmen, Scots
p. 96	smallpox, large estates, descent, craftsmen, civilization, immigrants	St. John de Crèvecoeur, Jew, American, Indian, Negro, Maryland, Quakers, Connecticut, Long Island, Brooklyn, Jays, De Peysters, De Lanceys, New Paltz, *Huguenots, New Rochelle, Scotch Irish, George Clinton
p. 97	freeholders, migration, produce, mansion, inn, headquarters, steward, patriot	De Witt Clinton,Erie Canal, Governor Cadwallader Colden, Robert Livingston, Alexander Hamilton, Ireland, William Johnson, Governor Thomas Dongan, Charter of Liberties and Privileges, Revolutionary War, Palatine Germans, Palatinate, Germany, Louis XIV, London, Royal Navy, Governor Robert Hunter, Germantown, West Camp, Hudson River, Samuel Frances, West Indian, Sons of Liberty, George Washington
p. 98	settlement, free press, clergymen	Scoharie Valley, Albany, Pennsylvania, Stone Arabia, Herkimer, Mohawk Valley, Peter Zenger, Oriskany, General Herkimer, Christians, Protestants
p. 99	worship, synagogue, missionaries	Dutch Reformed Church, Albany, Ulster County, Long Island, Presbyterian, Church of England, Sir William Johnson, Lutheran, Westchester County, Quaker Hill, Roman Catholic, Duke of York, Jesuit, Five Nations
p.100	privilege, *tutor, handicap, drama, culture, colonial period	Rhode Island, Kings College, Columbia University, Yale College, Boston, Philadelphia, European
p.101	audience, arranging, breeches	Trinity Church, *Georgian Architecture, George I, II, and III, Shakespeare
p.102	social system, *aristocracy, politics	Benjamin West, Royal Academy, New York Gazette, Benjamin Franklin, Van Rensselaers, Livingstons, Schuylers, De Lanceys, Elizabeth Schuyler
p.103	pyramid	

ELLIS, CHAPTER EIGHT, SETTLERS BRING VARIETY TO NEW YORK

Words Used in Context

population	Many people live in New York. Therefore it has a large population.
religious toleration	Religious toleration should be practiced by every United States citizen. No American should ever look down on the religion of another person.
descent	John Smith is of English descent. His grandfather came here from England.
immigrants	Many people have left their homes in Europe to come to this country. These immigrants are most welcome here.
tutor	Billy is failing English. He has a private tutor who teaches him once a week. With a tutor he hopes to learn and pass.
handicap	Mickey Mantle is a great baseball player even with the handicap of injured legs.
colonial period	During the colonial period, before the Revolutionary War, there was a great deal of class distinction in New York. While we were still a colony of England, we followed England's ways. Even after the colonial period, we kept some English ways, but not many.
privilege	Having a room of your own is a privilege. You should appreciate it by keeping it neat and clean. Many privileges like this are taken for granted.
social system	In America the social system is different from the one in India. According to our social system, or way of life, people have a chance to become wealthy. In India, people cannot easily change their status.
aristocracy	In America there is no aristocracy. In England Queen Elizageth and her family are part of the aristocracy.

ELLIS, CHAPTER EIGHT, SETTLERS BRING VARIETY TO NEW YORK

VOCABULARY TEST

Write the words from the column on the left in the spaces provided in the sentences on the right.

a. population
b. religious toleration
c. descent
d. immigrants
e. privilege
f. tutor
g. handicap
h. colonial period
i. social system
j. aristocracy

1. Lack of height can be a ____________________ to a basketball player.

2. The Pilgrims came to America seeking ____________________.

3. The ____________________ of the world is increasing.

4. President Roosevelt was of Dutch ____________________.

5. Queen Julianna is a member of the Dutch ____________________.

6. Voting is a ____________________ given to qualified citizen.

7. Many ____________________ settled in New York when they came to the New World.

8. Our ____________________ allows any man born in America to become President.

9. During the ____________________ men wore wigs.

10. A ____________________ can help you learn a difficult subject.

ELLIS, CHAPTER EIGHT, SETTLERS BRING VARIETY TO NEW YORK

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 95, New Netherland and modern New York

1. What features did New Netherland have in common with modern New York?

p. 96, New York remains a melting pot

2. What was the result of the "melting pot"?
3. In 1700, of what descent were most New Yorkers?
4. In what way does American life resemble English life?
5. What American conditions forced English settlers to change their way of life?
6. Who are the Scotch-Irish?
7. Who was the first governor of New York?
8. From what countries did New York's settlers come?
9. What was the name of the largest single group of immigrants to come to New York before the Revolutionary War?
10. Where did the Palatines settle?
11. What happened to the Palatines after their project of making ship building supplies failed?
12. What contributions did the Germans make to the growth of New York?

p.100, Schools and newspapers keep people informed

13. Who founded New York's schools?
14. Why did few children go to school?
15. What was the first college in New York State?
16. How were girls educated?
17. Where were colonial styles set?
18. What is Cadwallader Colden's contributions to our knowledge of early New York?

p.102, Social classes develop in town and countryside

19. How could someone living in colonial New York change his social status?

p.103, Summary

20. What is the motto on the New York State seal?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS FOUND ON PAGE 103

ELLIS, CHAPTER EIGHT, SETTLERS BRING VARIETY TO NEW YORK

INTERPRETATION

Below are given a list of ideas developed in the chapter. Find the meaning of each and explain it in your own words. Page references are provided to help you.

1. melting pot (p. 96,103)

2. Scotch Irish (p. 96)

3. the German Palatines (p. 97,98)

4. religious toleration (p. 99,100)

5. social class (p. 102)

ELLIS, CHAPTER EIGHT, SETTLERS BRING VARIETY TO NEW YORK

QUESTIONS FOR REVIEW

People came to New York for many different reasons. As a result New York became a melting pot. Below are three major groupings. Under each heading fill in appropriate information.

Nationalities in colonial New York

1.
2.
3.
4.
5.

Religions in colonial New York

1.
2.
3.
4.
5.

Social classes in early New York

A. occupations or positions held by people in upper class.
   1.
   2.
   3.
B. occupations or positions held by people in middle class.
   1.
   2.
   3.
C. occupations or positions held by people in lower class.
   1.
   2.
   3.

ELLIS, CHAPTER NINE, NEW YORKERS LEARN SELF-GOVERNMENT

WORDS TO LEARN

	Vocabulary	People, Places, Events, et cetera
p. 112	democracy, generation, assembly, bill of rights, levy, aldermen, urban, *freedom of the press	Duke of York
p. 113	authority, *trial by jury, freedom of worship, property rights, *aristocracy, *monopoly, property	King of England, New Netherland, New Jersey, Lord John Berkeley, Sir George Carteret, Connecticut, Dutch, Stuyvesant, "The Duke's Laws", Colonel Richard Nicolls, Long Island, Westchester County, Hempstead Convention, Albany, Cananda
p. 114	delegate, *freeholders, *freemen	Governor Thomas Dongan, "Charter of Liberties and Privileges", King James II, Jacob Leister, Hudson River, Boston, Governor Edmund Ondros, King William, Queen Mary, Colonel Henry Sloughter, Leisler's Rebellion
p. 116	traitor	
p. 117	*privateers, expenditure	Edward Cornbury, Benjamin Fletcher, Great Britain, France, Captain Kidd
p. 118	chief justice, seditions, libel, edit	Negroes, John Peter Zenger, William Cosby, Rip Van Dam, Lewis Morris, New York Weekly, Journal
p. 119		Philadelphia, Andrew Hamilton
p. 120	criticize	

Words Used in Context

democracy In the United States which is a democracy, the people vote to choose their leaders. The leaders much satisfy the people who voted for them. Therefore, it is the people who run the government in this great democracy.

generation People have always complained about children. The new generation is always worse than the last one. Parents who are of one generation, misunderstand their children, the new generation; the children in turn misunderstand the older generation.

ELLIS, CHAPTER NINE, NEW YORKERS LEARN SELF-GOVERNMENT

Words Used in Context (Continued)

bill of rights The first ten amendments of the U.S. Constitution contain a bill of rights. It is this section of the constitution that contains our personal freedoms, such as freedom of speech.

levy Every year we pay an income tax. Some people remember when we had no income tax and they complain about it. They want to know why the government had to levy such a tax.

freedom of the press Some publications abuse their privilege of freedom of the press. They print lies and half truths which the public believes. The people are entitled to know the truth, no matter what it is, but no press has the freedom to print lies.

monopoly A business is allowed to make as much money as it can. However, it may not become a monopoly, because then it hurts other businesses. One business cannot make all the money and stop others from growing. The government will not allow it.

edit Before you turn in the final copy of your story, edit it. I'm sure you can change some things around. Perhaps you'll want to add something or cross something out.

authority The governor of a state has the authority to pardon some criminals. This authority cannot be taken lightly. The power to forgive people is good but must be used wisely.

delegate Did your class send a delegate to the student council meeting today? If you are not represented you won't have anything to say about the dance. Quick! Choose a delegate!

libel That newspaper is guilty of libel. Calling former President Eisenhower a communist is such a lie. They should get into trouble for printing libel like that.

ELLIS, CHAPTER NINE, NEW YORKERS LEARN SELF-GOVERNMENT

VOCABULARY TEST

In the space provided at the left write the letter of the word that best completes the statement.

_____ 1. The United States is a democracy.
a. country of immigrants
b. country run by the people
c. country with a leader
d. country which is wealthy

_____ 2. The next generation should learn from our mistakes.
a. group to be born
b. group of immigrants
c. group of leaders
d. group of students

_____ 3. A bill of rights
a. list of our complaints
b. list of our demands
c. list of our freedoms
d. list of our requests

_____ 4. You had better edit this poem now.
a. revise
b. write
c. re-copy
d. re-write

_____ 5. The government will levy a tax on leather.
a. put
b. change
c. remove
d. increase

_____ 6. John Peter Zenger fought for freedom of the press.
a. the right to sell newspapers anywhere
b. the right to print anything
c. the right to print the truth
d. the right to give newspapers to people

_____ 7. The Ford Motor Company and the Chrysler Corporation keep General Motors from becoming a monopoly.
a. manufactures only one product
b. has complete control over manufacture and sale of a product
c. lets only certain people sell their product
d. a company that raises prices often

_____ 8. The principal has the authority to suspend students.
a. privilege
b. desire
c. power
d. audacity

_____ 9. We must send a delegate to the convention.
a. person
b. voter
c. president
d. representative

_____ 10. The "Inquirer" is being sued for libel.
a. publishing ugly pictures
b. printing unkind things about people
c. not printing advertisements
d. printing lies

ELLIS, CHAPTER NINE, NEW YORKERS LEARN SELF-GOVERNMENT

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 113, The Duke of York Fails to Grant Good Government

1. Why was the Duke of York unable to rule New York with firmness?
2. What was the most important reason for the Duke of York's failure?
3. What were the Duke's Laws?
4. What kind of governor was Richard Nicolls?
5. Which groups of New Yorkers opposed the taxes which were levied by the Duke of York?
6. What was the "Charter of Liberites and Privileges"?

p. 114, Jacob Leisler Leads a Revolt

7. Why were the colonists unhappy?
8. Why were residents of Long Island particulary unhappy?
9. What did James II do to the New York Colony when he became King?
10. What happened to New York when in 1688 King James was driven from power?
11. Who was Jacob Leisler?
12. Why did the aristocracy hate him?
13. What happened to Leisler when Governor Sloughter arrived?
14. How did Leisler's Rebellion help New York?

p. 116, The Assembly Wins Control of Public Money

15. What was the most important power that the assembly had?
16. How did the Assembly use this power to gain control of the governors?
17. What type of governor was Benjamen Fletcher?
18. In what way did he help make the Assembly more powerful?
19. In what way was the law requiring the election of an Assembly every three years a step forward in democracy?
20. Who could and could not vote in New York in 1760?

p. 118, John Peter Zenger Fights for Freedom of the Press

21. Why did Governor Cosby have Zenger arrested?
22. Who defended Zenger in his trial?
23. Why was Zenger's victory so important?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 120

ELLIS, CHAPTER NINE, NEW YORKERS LEARN SELF-GOVERNMENT

MEANING OF WORDS IN CONTEXT

Write down the meaning of each of the following phrases or groups of words as they are used in the text. The words are listed with the page on which you will find them. Do not use a dictionary. Explain them do not define them.

1. democracy (112)

2. monopoly (113)

3. bill of rights (112)

4. Assembly (114)

5. delegate (114)

6. seditious libel (118)

7. political parties (112)

ELLIS, CHAPTER NINE, NEW YORKERS LEARN SELF-GOVERNMENT
ELLIS, CHAPTER TEN, NEW YORK BECOMES IMPORTANT IN THE BRITISH EMPIRE
FLIERL, CHAPTER SEVEN, NEW YORK AS AN ENGLISH COLONY

QUESTIONS FOR REVIEW

Answer any 15.

1. The ________________________ came to New York to make naval stores for the British.

2. ________________________ was a famous descendant of the Palatines.

3. ________________________ was the major occupation in colonial N.Y.

4. ________________________ is the line between the settled and the unsettled land.

5. In 1730, raw sugar was imported from ________________________.

6. Sir William Johnson's last wife was Molly Brant, whose brother Joseph was ________________________.

7. The King of England gave New Netherland to his brother James, ________________________.

8. The first British Governor of New York was ________________________.

9. ________________________ was Zenger's lawyer.

10. John Peter Zenger fought for freedom of the ________________________.

11. ________________________ was the governor of New York while Zenger was being tried.

12. ________________________ persuaded the Indians to remain loyal to the English during the French and Indian Wars.

13. ________________________, signed in 1763, ended the French and Indian Wars.

14. The treaty of ________________________ provided for a line to be drawn from where Rome, New York now stands.

15. John Peter Zenger was a ________________________.

16. Under the ________________________ system British colonies were to send raw materials to England, buy goods from England and use British ships.

17. The ________________________ act placed a tax on newspapers and legal documents.

18. The ________________________ act placed a tax on paper, paint, glass and tea.

QUESTIONS FOR REVIEW (Continued)

19. The ____________________ Rebellion led to more freedom for the common man in New York.

20. ____________________ replaced James II on the British Throne.

21. The ____________________ Congress met in order to unite the colonies.

FLIERL, CHAPTER SEVEN, NEW YORK AS AN ENGLISH COLONY

WORDS TO LEARN

	Vocabulary	People, Places, Events, et cetera
p. 102	trial by jury, foreigner	Colonel Richard Nicolls, Walloons, New Netherland
p. 103		Atlantic, Connecticut, Pacific, Duke of York and Albany, Fort Orange, Long Island, Manhattan, Westchester, Staten Island, Yorkshire, Francis Lovelace, Boston
p. 104	representatives, *civil liberties, representative government, immigrants	Dutch West Indes Company, King James II, New England, New Jersey, William of Orange, Palatine
p. 105	*refugees, possessions, *naval stores, *unsanitary	Colonel Hunter, Schoharie Valley, Governors Island, Albany
p. 106	title, descended, *apprentice	Pennsylvania, "Pennsylvania Dutch", Mohawk Valley, Rhinebeck, Palatine Bridge, Saugerties, Germantown, General Herkimer, John Peter Zenger
p. 107	natural resources, occupation, climate	
p. 108	quantity, raw materials, commerce, population, export, import, *estates	Indians, West Indies
p. 109	*official church, freedom	Dutch Reformed Church
p. 110	representatives, "seditious libel"	William Cosby, James Alexander, New York Weekly Journal
p. 111		Philadelphia, Andrew Hamilton
p. 112	chief justice, basic freedom, frontier	Ireland
p. 113	gristmill	Scotch Irish, King Hendrick
p. 115	allies, geographic position	Captain Monton, Seneca, Superintendent of Indian Affairs, French and Indian War, Fort Ticonderoga, Crown Point, Champlain Valley
p. 116	*baronet	Fort Niagara, Lake Ontario, Iroquois, Molly Brant, Joseph Brant, Six Nations, Lord Jeffrey Amherst, General James Wolfe

FLIERL, CHAPTER SEVEN, NEW YORK AS AN ENGLISH COLONY

WORDS TO LEARN (Continued)

	Vocabulary	People, Places, Events, et cetera
p. 117		Molly Brant, Joseph Brant, Six Nations, Lord Jeffrey Amherst, General James Wolfe
p. 118	peacemaker	Quebec, Treaty of Paris, Fort Stanwix, Fort Stanwix Line
p. 120		Revolutionary War

Words Used in Context

foreigner That man, who came to this country from Europe, is a foreigner. You should never criticize the ways of a foreigner, because someday you could be in another country and you certainly wouldn't like to be criticized for your foreign ways.

refugee He came to this country because he was looking for a safe place. He is a refugee who is seeking the comfort of a free land.

occupation You had better plan now for your future by preparing for an occupation. Some occupations which are respected are medicine, nursing, eduction and law.

climate The climate of Long Island is pleasant. Throughout the year, with each season, the weather changes and gives us a pleasant climate which is not boring.

quantity We need a large quantity of paper for the bulletin board. We don't care what kind of paper it is, as long as we have enough.

population What is the population of the United States? The answer to this question changes every minute. However, no matter how fast people are born, we still know that the population is now about 190 million.

import The United States does not produce enough tin, therefore we import a great deal of tin from Bolivia, which produces it in large amounts.

export The United States produces a great deal of food. We export food to other countries.

basic freedom Freedom of religion, or the right to go to any church you like, is a basic freedom. No one has the right to tell you to what church you should go.

frontier The first settlers of the United States had to cross the frontier more than once. Entering into the wilderness from the warmth of settlement is not an easy thing. If these settlers had not been willing to give up some comforts to cross the frontier, our land would not have grown.

FLIERL, CHAPTER SEVEN, NEW YORK AS AN ENGLISH COLONY

VOCABULARY TEST

Write the letter of the meanings of the words in Column II in the space in front of the word in Column I.

Column I

______ 1. foreigner
______ 2. refugee
______ 3. occupation
______ 4. climate
______ 5. quantity
______ 6. population
______ 7. import
______ 8. export
______ 9. basic freedom
______10. frontier

Column II

a. job
b. people
c. person from another country
d. products going out of the country
e. amount
f. a right to which you are entitled
g. person from another country who wanted help
h. products coming in to the country
i. line between the settled and the unsettled land
j. weather in general

FLIERL, CHAPTER SEVEN, NEW YORK AS AN ENGLISH COLONY

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 102, New York Under the English
1. How did Col. Nicolls make the Dutch people happy?

p. 102, How the Dutch felt
2. What was one change that the Dutch liked?

p. 103, The division of the Colony
3. Why was New York renamed?
4. What was Yorkshire?

p. 103, The colony changes hands
5. Why were the Dutch able to recapture New York?

p. 104, New York Under the Duke of York
6. What rights did the Duke of York grant to New York and then take away when he became King?
7. Who replaced King James?
8. What wishes did King William grant to the New York colonits?

p. 104, The Palatine immigrants
9. Why did the Palatines come to New York?

p. 104, The Palatines in England
10. What problem did the Palatines create in England?

p. 105, A plan of aid
11. What was the British plan for aiding the Palatines?

p. 105, The voyage to the New World
12. How was the trip to the new world?

p. 105, The loyalty of the Palatines
13. How did the Palatines show their loyalty?

p. 106, The Schoharie at last
14. What problems faced the Palatines at the Schoharie Valley?

p. 106, Descendants of the Palatines
15. Who are two famous Americans of Palatine descent?

p. 107, Life in Colonial New York
16. How did most of the English colonists earn a living?

p. 108, Ships and shipping
17. What two occupations did farming, fishing, and the fur trade lead to?

p. 108, The importance of wheat
18. How did the wheat trade help New York City to grow?

p. 108, Reminders of the period
19. In what ways does the New York City seal remind us of colonial New York?

p. 109, Religion and education
20. What subjects were taught at the colonial church schools?

p. 109, Freedom in colonial New York
21. How was freedom different in colonial New York than it is today?
22. How many slaves were there in New York in 1735?

p. 109, The right to criticize
23. Why in colonial New York was it dangerous for a colonist to criticize the governor?

p. 110, New York's first free newspaper
24. What type of governor was William Cosby?
25. Who wrote most of the articles in the "New-York Weekly Journal"?

FLIERL, CHAPTER SEVEN, NEW YORK AS AN ENGLISH COLONY

DIRECTED READING (Continued)

26. Why was John Peter Zenger arrested and put into jail?
    p. 110, A famous trial
27. Who defended Zenger? Why?
    p. 111, The decision
28. What was the decision of the Zenger trial?
    p. 112, Why the Zenger case was important
29. Why was the Zenger trial more than just a victory for Zenger?
    p. 112, The New York Frontier
30. Why did the colony grow slowly at first?
    p. 112, Settlement of the frontier begins
31. What slowed down settlement on the frontier?
    p. 112, Sir William Johnson
32. What languages did William Johnson learn?
33. Why did many of the Indians trade their best furs to him?
    p. 113, Johnson encourages settlement
34. How did William Johnson encourage settlement?
    p. 113, William Johnson and the Indians
35. How did Johnson's treatment of the Indians differ form that of other rich men?
    p. 113, The "Dream Land Tract"
36. Why did Johnson give King Hendrick a suit?
37. How did Johnson get a large tract of land from King Hendrick?
    p. 114, Johnson's services to the Indians
38. What good things did the English do for the Indians?
39. Why did the Indians want Johnson to stay on as chief Indian officer?
    p. 115, Start of the French and Indian War
40. What was the main reason that France fought England between 1689 and 1763?
41. What three important positions did France hold at the start of the French and Indian War?
    p. 116, Johnson and the War
42. How did William Johnson become "Sir"?
43. What was William Johnson's greatest service during this war?
44. In what year did the English finally start to win most of the battles of the war?
    p. 117, The French retreat
45. Who were Jeffery Amherst and James Wolfe?
    p. 117, The British win the War
46. What changed the tide of the war?
47. What were two results of this war?
    p. 118, Sir William, the peacemaker
48. Why did Johnson arrange for a meeting at Fort Stanwix?
    p. 118, A treaty was signed
49. What was the Fort Stanwix Line?
50. How did the Fort Stanwix Line fail?
    p. 119, The Death of Sir William
51. What might Johnson have done if he had lived?
    p. 119, After Sir William, what?
52. Why were the Indians loyal to English in the American Revolution?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 106, 112, and 121

FLIERL, CHAPTER SEVEN, NEW YORK AS AN ENGLISH COLONY

INTERPRETATION

Below are given a list of ideas developed in the chapter. Find the meaning of each and explain it in your own words. Page references are provided to help you.

1. The German Palatines (p. 104)
2. naval stores (p. 105)
3. John Peter Zenger (p. 110)
4. The "Dreamland Tract" (p. 113)
5. Sir William Johnson (p. 112)

ELLIS, CHAPTER TEN, NEW YORK BECOMES IMPORTANT IN THE BRITISH EMPIRE

WORDS TO LEARN

	Vocabulary	People, Places, Events, et cetera
p. 122		Oswego-Mohawk-Hudson Route, Richelieu River, Fort Ticonderoga, Lake Oneida, Fort Stanwix, Great Lakes-St. Lawrence Route
p. 124	*indigo, strategic	French and Indian War, Royal Navy
p. 125	gratitude, ties, *independence	King William's War, Queen Anne's War, King George's War
p. 126	alliances	Iroquois Confederacy, Samuel de Champlain, Algonkians, Hurons
p. 127	*neutrality	Peter Schuyler, William Johnson, Count Frontenac
p. 128	fortified	Crown Point, Albany Congress, Chief Hendricks Peters
p. 129		Ben Franklin, Albany Plan of Union, General Amherst, General Wolfe, Treaty of Paris
p. 130	*license	Appalachian Mountains
p. 131		Fort Stanwix Treaty, Unadilla R., Delaware R., Susquehanna R.
p. 132	mercantile system, *raw materials, custom's duties	Lord Grenville, Navigation Acts, Sugar Act
p. 133	legal document, *parliament, gallows	Governor Colden
p. 134	*boycott, repealed	Sons of Liberty, Lord Townshend
p. 135	*suspend	William Fryon

Words Used in Context

indigo   Indigo was valuable to the colonists because it was used in dyeing materials blue. The plants from which the indigo was obtained were grown in the West Indies.

independence   The Congo received its independence from Belgium a few years ago. The problems of independence have been great and it has had trouble standing alone and remaining free.

ELLIS, CHAPTER TEN, NEW YORK BECOMES IMPORTANT IN THE BRITISH EMPIRE

Words Used in Context (Continued)

alliance The alliance of Germany and Japan in World War II almost conquered the entire free world. The Nato alliance is a group of countries that have banded together to protect Western Europe from further attempts of this kind.

neutrality The neutrality of Switzerland in many wars is a known fact. Its geographic position allows it the privilege of not choosing sides in most wars. Many historians feel however that it is almost impossible these days to maintain a position of neutrality because you must choose between communism and freedom.

license "I was given written permission to fish here Officer. Look! Here is my license."

raw materials The raw materials, rubber and iron, were turned into the finished products, tires and stones. New York had many raw materials but was forbidden to make them into finished products.

custom's duties The custom's duties on Volkswagon cars from Germany raises the price on these cars from $1200 to $1500. These taxes on imports are needed to protect our own industries.

parliament A parliament is a type of governing body similar to a congress. The British Parliament consists of a House of Commons and a House of Lords while our Congress consists of the Senate and the House of Representatives.

boycott The American boycott of Cuba has been fairly successful in keeping people from trading with Cuba. This boycott has not been completely successful because some countries still recognize the Castro government and deal with it.

suspend When the principal said that he would suspend the student he meant that the student would not be allowed to go to classes for a while.

ELLIS, CHAPTER TEN, NEW YORK BECOMES IMPORTANT IN THE BRITISH EMPIRE

VOCABULARY TEST

Tell whether the words in Column I are synonyms (about the same) or antonyms (about the opposite) of the meaning words in Column II. Write an S or A in the blank between the columns.

I		II
1. indigo		red dye
2. independence		freedom
3. alliance		independence
4. neutrality		one sided
5. license		permit
6. raw materials		finished products
7. custom duties		tax on exports
8. boycott		refusal to deal with
9. parliament		congress
10. suspend		stop for a time

ELLIS, CHAPTER TEN, NEW YORK BECOMES IMPORTANT IN THE BRITISH EMPIRE

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 121

1. What factors made New York one of the most important regions in North America?

p. 122, New York has an important location

2. Why was New York important to both the British and the French in their struggle for control of North America?
3. Why was New York's harbor important?
4. When did the British start to insist on the collection of taxes?
5. Why were New Yorkers deeply loyal to the British?

p. 125, New York plays a major role in the wars against France.

6. What were the names of the four wars with France?
7. Why were New Yorkers frightened?
8. Why were the Iroquois important during the war?
9. Which New Yorkers influenced the Indians and kept them friendly?
10. Why is the French and Indian War important?
11. What was the purpose of the Albany Plan of Union?
12. What was the name and date of the treaty that ended the French and Indian War?

p. 130, The British Indian policy annoys New Yorkers

13. What were some of the reasons why New Yorkers did not hesitate to disagree with British policies?
14. What were the 2 major problems of the British government?
15. What was the purpose of the Proclamation of 1763?
16. What three groups were irritated by the Proclamation of 1763?
17. What was the Treaty of Fort Stanwix?

p. 132, Tax and trade regulations threaten New Yorkers

18. What was the mercantile system?
19. What was the purpose of the Navigation Acts?
20. What were the names of some of the acts passed by the British government in order to collect taxes?
21. Why did the colonists object?
22. What was the "Sons of Liberty"?
23. What were the Townshend Acts?
24. What did the people of New York do when they didn't like a tax?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGE 136

ELLIS, CHAPTER TEN, NEW YORK BECOMES IMPORTANT IN THE BRITISH EMPIRE

RECALL AND USE OF INDEX

Below is a list of names of men who played a role in the period of history when New York was a British colony. Next to each name write a sentence or two telling what part that person played. Use your index to look up the answer.

1. William Johnson

2. King George III

3. Lord George Grenville

4. Benjamin Franklin

5. Lord Townshend

FLIERL, CHAPTER EIGHT, NEW YORK IN THE WAR FOR INDEPENDENCE

WORDS TO LEARN

	Vocabulary	People, Places, Events, et cetera
p. 122	mother country, colonial period, raw materials	French and Indian War, King George III
p. 123	petition, repeal, *loyalist, *tory	Stamp Act, English Parliament, Stamp Act Congress
p. 124	*quarter, resistance, *duties, merchants, *levy	Sons of Liberty, City Hall Park, Battle of Golden Hill, Revolutionary War, Boston Tea Party
p. 125	*grievance	The Continental Congress, General Gage, Lexington, Concord, "Continentals"
p. 126	garrisons, commander-in-chief, sledges	Fort Ticonderoga, Crown Point, Lake Champlain, "Ti", "Green Mountain Boys", Ethan Allen, Benedict Arnold, General Washington, Continental Army, Lake George, Albany, Berkshire Mountains, Canada
p. 127	remnants	Richard Montgomery, Quebec, Maine, Sir John Johnson, Joseph Brant, Iroquois, Hudson River
p. 128	fortifications, *siege, cargo	Brooklyn Heights, Staten Island, Narrows, General William Howe, Maryland, Delaware, East River
p. 130	patriots, *recruits	
p. 131	encamped	Thirty-fourth Street, Harlem Heights
p. 132	*aide, *picket	Kings College, Aaron Burr
p. 133		Nathan Hale, Margaret Corbin
p. 134	martyrs	Fort Washington, City Hall, Martyrs' Monument, Fort Greene Park

Words Used in Context

independence That child wants his independence, but his parents don't think he is ready for it. "He can't be alone and take care of himself without any help," said his father.

FLIERL, CHAPTER EIGHT, NEW YORK IN THE WAR FOR INDEPENDENCE

Words Used in Context (Continued)

petition The students sent a petition to the principal, asking for permission to eat lunch on the lawn. Each student signed the petition to show his feelings on the matter.

repeal The President said he would not ask Congress to repeal the law. It did not matter how difficult the law was, it was the right thing and repealing it would be a sign of weakness.

quarter Now they quarter soldiers in barracks at army camps. During colonial times, they quartered soldiers in people's homes.

resistance When the policeman grabbed the thief, the criminal offered resistance to the arrest. After struggling with him, the policeman overcame the resistance he offered and arrested the man.

duties In the United States there are duties on certain products that are imported from a foreign country like liquor and spices. Many people resent these taxes but without duties our own industries would suffer and the government would need more funds.

grievance The storekeeper had a grievance against the man who robbed him. He went to the police, his money was returned and his grievance was satisfied.

remnants Here are the remnants of the birthday cake. After ten boys were at it, there isn't much left.

cargo The plane carried an unusual cargo. Elephant and tigers for the zoo were part of the cargo of that plane.

martyrs In every era there are martyrs. There are always people willing to die for a cause if they believe in it.

FLIERL, CHAPTER EIGHT, NEW YORK IN THE WAR FOR INDEPENDENCE

VOCABULARY TEST

Write the letter of the definition of the word on the line before the number of the word.

_____ 1. independence
a. willingness to stand alone
b. refused to stand alone
c. desire to stand alone
d. ability to stand alone

_____ 2. petition
a. grievance
b. request
c. wall
d. separation

_____ 3. repeal
a. repeat
b. demand
c. cancel
d. favor

_____ 4. to quarter
a. four
b. to shorten
c. to board and house
d. to change

_____ 5. resistance
a. help
b. repetition
c. heat
d. opposition

_____ 6. duties
a. imports
b. hobbies
c. taxes
d. goods

_____ 7. grievance
a. desire
b. petition
c. complaint
d. mourning

_____ 8. remnant
a. part
b. remains
c. clothe
d. tear

_____ 9. cargo
a. train
b. freight
c. snails
d. plane

_____ 10. martyrs
a. those who die for a cause
b. those who win a war
c. those who believe in God
d. those who love their country

FLIERL, CHAPTER EIGHT, NEW YORK IN THE WAR FOR INDEPENDENCE

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 122, Trouble begins

1. Why did few industries develop in colonial New York?
2. In what way did the colonists and King George III disagree about protection?
3. What was the purpose of the Stamp Act?

p. 123, Opposition to the Stamp Act

4. What was the purpose of the Stamp Act Congress?
5. What action did the Stamp Act Congress take?
6. What was the cry of the colonists?

p. 123, People take sides

7. What were Loyalists or Tories?

p. 124, The "Sons of Liberty"

8. What was a liberty pole?
9. What battle is sometimes called the first battle of the Revolutionary War?

p. 124, Resistance to Britain grows

10. What caused the Boston Tea Party?
11. How did the British government punish Boston?

p. 125, The Continental Congress

12. What helped to unite the colonies?
13. What was the purpose of the Continental Congress?
14. What was the result of the Continental Congress?
15. What battles began the Revolutionary War?

p. 125, New York Becomes a Battlefield

16. What was the new American army called?

p. 126, Fort Ticonderoga

17. Why was Fort Ticonderoga important?
18. Who captured Fort Ticonderoga?

p. 126, The Cannons of Ticonderoga

19. Why did Washington want the cannons of Ticonderoga?

p. 127, Invasion of Canada

20. What was the result of the invasion of Canada?

p. 127, The Threat from Canada

21. What were British sympathizers in Canada urging the Iroquois to do?

p. 127, The Battle of Long Island

22. Why was New York City important to the British?
23. Why was Brooklyn Heights important?

p. 128, A Gallant Stand

24. What was the result of the Battle of Brooklyn Heights?

p. 128, The Escape from Long Island

25. How did the defeat in the Battle of Long Island serve the patriots' cause?

p. 130, The Struggle For New York City

26. What was one of the most serious problems faced by George Washington?

p. 131, A Difficult Decision

27. What was the Continental Congress?
28. What was Washington's difficult decision?

p. 131, The British Invade Manhattan Island

29. What did Washington do when he heard that his soldiers were fleeing?

FLIERL, CHAPTER EIGHT, NEW YORK IN THE WAR FOR INDEPENDENCE

DIRECTED READING (Continued)

p. 132, How the American escaped
30. Who helped the Americans escape?
p. 132, The Battle of Harlem Heights
31. What was the outcome of the Battle of Harlem Heights?
p. 132, The American take heart
32. What was the result of the Battle of Harlem Heights?
p. 133, Nathan Hale
33. Why did Nathan Hale go behind the British lines?
34. What were Hale's last words?
p. 133, The story of Margaret Corbin
35. What became clear to Washington at Harlem Heights?
36. Why is she remembered?
37. Why was Margaret Corbin with her husband?
p. 133, Biographical sketch
38. What are some of the things for which Aaron Burr is famous?
39. What were some of the things that led to Burr's downfall?
p. 134, Martyrs to freedom
40. Who were the martyrs to freedom?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGES 125, 130, 134 and 135

FLIERL, CHAPTER EIGHT, NEW YORK IN THE WAR FOR INDEPENDENCE

READING TO FOLLOW A TIME SEQUENCE

Use the text book to help you unscramble the following list of events. Place the events in the order in which they occurred. Discuss your final list in terms of how each event follows the one before it. Following each event is a page reference to help you.

1. The Stamp Act Congress (p. 123)
2. Continental Congress (p. 125)
3. Tax on tea (p. 124)
4. Lexington and Concord (p. 125)
5. The Stamp Act (p. 123)
6. Boston Tea Party (p. 124)
7. The Battle of Golden Hill (p. 124)

FLIERL, CHAPTER NINE, THE ROUGH ROAD TO VICTORY

WORDS TO LEARN

	Vocabulary	People, Places, Events, et cetera
p. 136	*mercenary	Tory, Benedict Arnold, General Burgoyne, Lake Champlain, General St. Leger, Lake Ontario, Mohawk River, Albany, Sir William Howe, Hudson River, Hessian, Hesse, West Germany
p. 138	*tactics, neutral, *portage, spies, volunteer, *militia	General Schuyler, Jane McCrea, Sir John Johnson, Sir William Johnson, Joseph Brant, Tories, Fort Stanwix, Colonel Peter Gansevoort, Lieutenant-Colonel Willet, Nicholas Herkimer, Palatines
p. 139	siege, relief column, strategy	Oneida Lake, Oriskany
p. 140	foe, half-wet, *superstitious, *prophecy	Benedict Arnold, Hons Yost Schuyler, Nicholas Schuyler
p. 141	plight	Oswego, General Gates, Continental Congress, Saratoga
p. 142	surrender, *morale	Philadelphia
p. 143	ally, independent nation, *episode, *reprimann	France
p. 144		Peggy Shippen, John André
p. 145	"Council fire", avenge	League of the Iroquois, Tuscarora, Oneida, Wyoming Valley, Pennsylvania, German Flats, Unadilla, Joseph Brant, Cherry Valley, Thayendanegea, Colonel Alden
p. 146	slaughter	Sullivan, Clinton, Tioga
p. 147	bushel, expedition, *reservations, penalty, warrior, heroism, truce	Newton, Chemung River, Genessee, Horseheads, Elmira, Fort Niagara, Sir John Johnson, Canajoharie, Johnstown, Schoharie Valley, Stone Arabin, Oneida, Colonel Willet, Cornwallis, Yorktown, Virginia
p. 148		Battery, Fraunces Tavan, The Stars and Stripes

FLIERL, CHAPTER NINE, THE ROUGH ROAD TO VICTORY

WORDS USED IN CONTEXT

mercenary Jack is very mercenary. All he cares about is money. On occasion he ignores his friends and hurts their feelings just to get money. If he weren't so mercenary, he would be nice.

tactics The procedures used to gain what you want are called tactics. Sometimes your tactics may not be approved.

neutral When two of your friends argue, it is best to remain neutral. By remaining neutral you take neither side.

foe In a fight, never trust your foe. Don't underestimate your foe, for your enemy will always seek to conquer you.

superstitious If you are superstitious you believe that black cats bring bad luck and breaking a mirror is just as bad. Superstitious people do some odd things to avoid the forces of evil that they fear.

morale A soldier's morale is very important. If a soldier is not encouraged and believes he is forgotten his morale falls, his spirits and hopes fail him and he cannot win a war.

ally When a nation goes to war, it may need an ally. Usually if nations have been friendly, when one goes to war the other will help its ally.

episode Even in the midst of a war when most episodes are sad, a humorous episode can also take place. Such events are always remembered by the soldiers.

reprimand The teacher will reprimand the student who did not do his homework. No student enjoys a reprimand but he deserves it if he did not do his work.

avenge Indians will always try to avenge themselves. If you kill an Indian, the other members of the tribe believe it is their job to avenge the death of their tribesman.

FLIERL, CHAPTER NINE, THE ROUGH ROAD TO VICTORY

VOCABULARY TEST

Write the letter of the meanings of the words in Column II in the space in front of the word in Column I.

Column I

______ 1. mercenary
______ 2. tactics
______ 3. neutral
______ 4. foe
______ 5. superstitious
______ 6. morale
______ 7. ally
______ 8. episode
______ 9. reprimand
______10. avenge

Column II

a. went
b. enemy
c. methods
d. seek revenge
e. money-conscious
f. believes in spirits
g. friend
h. neither friend nor enemy
i. scold
j. spirit

FLIERL, CHAPTER NINE, THE ROUGH ROAD TO VICTORY

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 136, The War Moves North

1. What was the contribution of Benedict Arnold's navy?

p. 136, The British plan of attack

2. What was the British plan of attack?
3. Who did not carry out his part of the plan?

p. 138, The enemy meets resistance

4. What did Schuyler's men do to try to stop the British?

p. 138, Burgoyne's troubles multiply

5. What things hurt Burgoyne?
6. How did the death of Jane McCrea influence the colonists?

p. 138, St. Leger's advance into the Mohawk Valley

7. What was St. Leger's first objective?
8. Why was Fort Stanwix important?

p. 138, St. Leger at Fort Stanwix

9. How did St. Leger's troops impress the men in Fort Stanwix?

p. 139, The siege of Fort Stanwix

10. What did St. Leger do when he heard that General Herkimer was approaching?

p. 139, General Herkimer's strategy

11. For what was Herkimer waiting for?
12. What did he do?

p. 140, The Battle of Oriskany

13. What did Herkimer order his men to do in order to protect one another from Indian attack?

p. 140, The enemy flees

14. Why couldn't the American follow the fleeing Tories?
15. What happened to Herkimer?

p. 140, What happened at Stanwix?

16. What happened at Stanwix?

p. 140, Benedict Arnold's relief column

17. What did Hon Yost do for Benedict Arnold?
18. Why did the Indians believe him?

p. 141, The siege ends

19. What was the most important result of this American history?

p. 141, General Burgoyne's defeat

20. Why was Benedict Arnold removed form his command?

p. 141, Burgoyne's plight

21. What were Burgoyne's problems?

p. 142, Surrender

22. What impressed the Hessian soldier who described the surrender?

p. 142, The importance of Burgoyne's defeat

23. Why was Burgoyne's defeat soon important?

p. 143, France enters the war

p. 143, The Treason of Benedict Arnold

24. What were Arnold's fine qualities?
25. What qualities did he lack?

p. 143, Benedict Arnold in Philadelphia

26. What effect did Washington's reprimand have on Arnold?

p. 144, Arnold's conspiracy

27. What was Arnold's plan?

FLIERL, CHAPTER NINE, THE ROUGH ROAD TO VICTORY

DIRECTED READING (Continued)

28. Why did the plan fail?
29. What happened to Arnold?

[illegible], Tories and Indians

30. Who influenced the Indians to fight on the Tory side?

p. 145, The "Council fire"

31. Which two nations sometimes helped the Americans?

p. 145, Biographical Sketch

32. Who was Thayendanegea?
33. Why is he remembered?

p. 146, The enemy attacks

34. How did the people feel about the Indian raids?

p. 146, Sullivan march

35. Who was in charge of the expedition to destroy Indian settlements?
36. What was the result of the expedition?

p. 147, The Battle of Newtown

37. Did the Indians fight back when their towns were destroyed?

p. 147, What came of it all?

38. What was the permanent result of Sullivan's expedition?
39. What were some other results?

p. 147, Sir John never forgives

40. How did Sir John Johnson show his revenge?
41. When did these attacks end?

p. 147, Peace Comes to New York

42. Where did the British army surrender?
43. Who was the British leader who surrendered?
44. When was the treaty signed that ended the war?

p. 148, New York City at the end of the war

45. What was the condition of New York City after the war?

p. 148, The Stars and Stripes over New York City

46. Where did Washington and his officers have their farewell dinner?

REVIEW THE CHAPTER BY ANSWERING THE QUESTIONS ON PAGES 141, 144, 148 and 149

FLIERL, CHAPTER NINE, THE ROUGH ROAD TO VICTORY

READING FOR FACTS

Many people and places are remembered because of the part they played in the Revolutionary War. Use the page reference to help you find what part was played by each of the following. Next to each person or place named, explain in a sentence, its connection with the Revolution.

Burgoyne (p. 136, 138)

St. Leger (p. 138)

General Herkimer (p. 139)

Fort Stanwix (p. 138)

Oriskany (p. 140)

Benedict Arnold (p. 143)

Saratoga (p. 141)

Joseph Brant (p. 145)

New York City (p. 148)

Cherry Valley (p. 145)

ELLIS, CHAPTER 11, NEW YORK HELPS FIGHT THE REVOLUTIONARY WAR

WORDS TO LEARN

	Vocabulary	People, Places, Events, et cetera
p. 138	duties, *aristocracy, *blockade, smuggled	Townshend Acts, Sons of Liberty, British East India Company
p. 139		John Lamb, Isaac Sears, Alexander McDougall, Paul Revere, Intolerable Acts, Committee of Fifty-one, First Continental Congress, Provincial Congress, Lexington, Concord, muskets
p. 140	*Patriots, *Loyalists, democratic	Fort Ticonderoga, Crown Point, George Clinton, Alexander Hamilton, George Fryon
p. 141	delegates, *garrison	George Washington, Richard Montgomery, Benedict Arnold, Sir William Howe
p. 142		The Johnsons and the Butlers, "Old Fox"
p. 144		Battle of Harlem Heights, East R., White Plains, Valcour Island
p. 145		John Burgoyne, Mt. Defiance, Philip Schuyler, Fort Edward, Seth Warner, Battle of Bennington
p. 146		Horatio Gates, Barry St. Leger, Nicholas Herkimer, Battle of Saratoga, Bemus Heights
p. 148	*offensive	Joseph Brant, Sir Henry Clinton, Kingston
p. 149		James Clinton, John Sullivan, Tioga
p. 150	*fortifications	Stoney Pt., "Mad" Anthony Wayne
p. 151	*treason	John André

Words Used in Context

aristocracy In New York the people who owned a lot of land were considered to be the aristocracy. Today in New York we do not have any aristocracy since we have no kings or queens and most people own land.

ELLIS, CHAPTER 11, NEW YORK HELPS FIGHT THE REVOLUTIONARY WAR

Words Used in Context (Continued)

blockade The English used its navy to blockade New York City and keep goods from entering. This blockade was not successful and many supplies entered New York in spite of it.

Patriots The Patriots wanted to end British rule of the colonies and in the end were successful. The most active group of Patriots were the "Sons of Liberty" who wanted freedom long before the rest of the citizens.

Loyalists Loyalists were treated rather harshly at the end of the Revolution because they had wanted the colony to remain a part of the British Empire. Loyalists were sometimes called Tories.

delegates New York sent several delegates to the Continental Congress. These representatives were slow in signing the Declaration of Independence.

garrison The Patriots surprised the small garrison at Fort Ticonderoga and captured all fifty soldiers in it. Other garrisons were captured at Quebec and Crown Point but the forts were soon recaptured by the British.

offensive The British offensive for capturing New York failed. The best defense is a good offense is an old saying that proved true in the Revolution.

fortifications The British felt that their fortifications at Stoney Point made it impossible to be captured. When the Americans attacked, some of the fortifications, such as the sharpened wooden stakes, were not very difficult to overcome at all.

treason Treason is a terrible crime because betraying one's country is unpardonable. Benedict Arnold's treason was the last serious threat to New York.

ELLIS, CHAPTER 11, NEW YORK HELPS FIGHT THE REVOLUTIONARY WAR

VOCABULARY TEST

1. blockade
   - a. opening up
   - b. shutting off
   - c. picketing
   - d. striking

1.____

2. aristocracy
   - a. slow class
   - b. working class
   - c. a privileged class
   - d. a fast class

2.____

3. Patriots
   - a. fought for independence
   - b. fought for England
   - c. fought for France
   - d. fought for Germany

3.____

4. Loyalists
   - a. supported England
   - b. supported the colonies
   - c. were loyal to Washington
   - d. were loyal to George Clinton

4.____

5. delegates
   - a. people
   - b. representatives
   - c. congressman
   - d. entrances to delicatessens

5.____

6. garrison
   - a. troops at a fort
   - b. mounted weapons
   - c. groups of generals
   - d. type of clothing

6.____

7. offensive
   - a. a retreating force
   - b. an attacking force
   - c. a defending force
   - d. a nasty force

7.____

8. fortification
   - a. a strengthened position
   - b. a weakened position
   - c. a modern fort
   - d. a colonial fort

8.____

9. treason
   - a. betrayal of one's country
   - b. betrayal of one's religion
   - c. betrayal of one's family
   - d. betrayal of one's friends

9.____

ELLIS, CHAPTER 11, NEW YORK HELPS FIGHT THE REVOLUTIONARY WAR

DIRECTED READING

READ TO FIND THE ANSWERS TO THESE QUESTIONS:

p. 138, New York Declares Her Independence

1. What was the only group who seemed dissatisfied with the New York aristocracy in 1770?
2. How did the British government come to the aid of the East India Company?
3. What was the "Association of the Sons of Liberty"?
4. What did the British government do as a result of the Boston Tea Party?
5. How did New York react to the Intolerable Acts?
6. Why did the delegates from New York vote against the Continental Association?
7. What was the Provincial Congress that represented New York?
8. What happened on April 19, 1775, at Lexington and in New York City?
9. What were the first major victories for the Patriots in the war?
10. Even after this there was still little demand for independence. Why?
11. Who were five New Yorkers who gradually demanded independence?
12. When was the Declaration of Independence approved by New York?

p. 141, The British Capture New York City

13. Why did Richard Montgomery and Benedict Arnold attack Canada?
14. Why were the British very interested in capturing New York City?
15. How many troops did George Washington have to use in defense of New York City?
16. How many English troops did General Howe have to capture the city?
17. After the battle at Brooklyn Heights the English began to call Washington "the Old Fox". Why?
18. Who was Nathan Hale?
19. Why did General Howe move his army up the East River?
20. What were the end results of the fighting around New York City between the English and the Patriots?

p. 144, The Patriots Block the Hudson and Hold Lake Champlain

21. How did Benedict Arnold force the British force to retreat to Canada before they could capture Fort Ticonderoga?
22. Describe in detail the British plan of 1777 for capturing New York.
23. Why did it take "Gentleman Johnny" so long to get from Fort Ticonderoga to Fort Edward?
24. What happened as a result of the Battle of Bennington?
25. What trick did General Herkimer use to the Patriots' advantage in the battle at Oriskany?
26. Why did General Burgoyne surrender at the Battle of Saratoga?
27. What happened as a result of the battle of Saratoga?
28. Why didn't the British Army under Sir Henry Clinton come to the aid of Burgoyne's forces at Saratoga?

p. 148, New York Defends Her Frontier

29. What was the major purpose of the British frontier raids?
30. What two Patriot generals were sent by Washington to crush the Iroquois on the frontier?
31. What happened as a result of the Sullivan Clinton campaign?
32. Why did the Bitish feel that Stony Point could not be captured?
33. How did the Americans capture the Fort at Stony Point?

ELLIS, CHAPTER 11, NEW YORK HELPS FIGHT THE REVOLUTIONARY WAR

DIRECTED READING (Continued)

34. What was Benedict Arnold planning to do?
35. Why was Major John André hanged?
36. What was the last major battle of the war?
37. How was the end of the war accepted in New York?

ELLIS, CHAPTER 11, NEW YORK HELPS FIGHT THE REVOLUTIONARY WAR

CLASSIFICATION AND USE OF INDEX

Below are the major military campaigns fought in New York during the Revolution. Place the name or event in the category to which it belongs. (Use your index and the chart on page 152 for aid.)

Sullivan and Clinton destroy the Iroquois.
Howe captures New York City.
Howe captures Fort Washington.
"Gentleman Johnny" captures Fort Ticonderoga.
The Old Fox escapes.
Herkimer wins at Oriskany.
"Mad" Anthony Wayne captures Stony Point.
Barry St. Leger retreats to Canada.
Walter Butler is shot and killed.
Battle of Harlem Heights
Battle of Valcour Island
Battle of Bennington
Joseph Brant destroys Minisink.
Arnold's act of treason
Gate's victory at Saratoga

Campaigns of 1776	Campaigns of 1777	Frontier Raids (1779-1781)

ELLIS, CHAPTER 11, NEW YORK HELPS FIGHT THE REVOLUTIONARY WAR
FLIERL-CHAPTERS 8 AND 9, NEW YORK IN THE WAR FOR INDEPENDENCE; THE ROUGH ROAD TO VICTORY

QUESTIONS FOR REVIEW

There were many war heroes of the Revolution. Using names from the following list, write on the line to the right of each description the last name of the person it describes.

a. Nathan Hale
b. General Charles Cornwallis
c. Benedict Arnold
d. George Washington
e. Major John André
f. General Nicholas Herkimer
g. General William Howe
h. Margerat Corbin
i. Alexander McDougall
j. "Mad" Anthony Wayne
k. John Sullivan
l. Barry St. Leger
m. General John Burgoyne
n. Joseph Brant
o. Henry Clinton
p. Guy Johnson
q. Aaron Burr

1. Nursed American soldiers during the War for Independence ______________.

2. Killed Alexander Hamilton in a duel ______________.

3. Commander-in-Chief of the American troops during the Revolutionary War ______________.

4. Hanged by the British as a spy ______________.

5. British commander who surrendered at Saratoga ______________.

6. British general who forced Washington to flee from Brooklyn Heights (Long Island) ______________.

7. Surrendered to the Americans at Yorktown ______________.

8. British spy who was captured and alerted Amricans to Benedict Arnold's plot ______________.

9. Military genius turned traitor ______________.

10. American general wounded at the Battle of Oriskany ______________.

11. American general whose march wiped out Indian settlements ______________.

12. British general who besieged Fort Stanwix ______________.

13. Iroquois chief during Revolutionary War ______________.

14. Superintendent of Indian Affairs during the Revolutionary War ______________.

ELLIS, CHAPTER 11, NEW YORK HELPS FIGHT THE REVOLUTIONARY WAR
FLIERL-CHAPTERS EIGHT AND NINE, NEW YORK IN THE WAR FOR INDEPENDENCE; THE ROUGH ROAD TO VICTORY

QUESTIONS FOR REVIEW (Continued)

15. General who captured Stony Point ______________.

16. Member of the "Sons of Liberty" ______________.

17. British general who captured and burned Kingston ______________.